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ABSTRACT

GRADES OR AGES: Grades K-6. SUBJECT MATTER: Health Education--including a) interpersonal relationships, b) health habits, c) safety and first aid, d) nutrition, e) body systems and functions, f) dental health, g) consumer health, h) drugs, i) mental health, j) environmental and public health. ORGANIZATION AND PHYSICAL APPEARANCE: The first section presents a program description and general goals; the second section lists program objectives; and the third section describes objectives, suggested activities, references, and student evaluation for each subject area. OBJECTIVES AND ACTIVITIES: General program objectives are listed in the first section. Behavioral objectives and suggested activities are described for each subject area in sections two and three. INSTRUCTIONAL MATERIALS: References are listed for each subject area. STUDENT ASSESSMENT: None indicated. OPTIONS: None listed. (PB)

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PROGRAM OF STUDIES

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SP009 314

FAIRFAX COUNTY PUBLIC SCHOOLS
Department of Instructional Services
Division of Curriculum Services
September 3, 1974

HEALTH EDUCATION

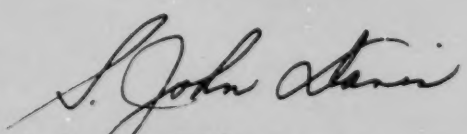
K - 6

LETTER OF TRANSMITTAL

Program of Studies defines the instructional program to be implemented in Fairfax County Public Schools. It is to be used by schools in establishing their Commitment to Education as well as a basis for meeting Standards of Quality in Virginia. Schools are encouraged to develop supplemental objectives and program variations in accord with local needs and with the approval of the area superintendent. During the school year 1974-75 the program descriptions and the objectives are subject to intensive review in an attempt to achieve consensus.

The Program of Studies will continue to be developed through the involvement of administrative and instructional personnel, students, parents, and other members of the community. Revision is part of the design of the Program of Studies in order that all persons in the community may participate fully in developing a current, relevant instructional program.

The success of the Program of Studies will depend primarily upon its utilization by teachers and on the continued educational development of our students.



S. John Davis
Division Superintendent

September 3, 1974

INTRODUCTION

The Program of Studies defines the instructional program for Fairfax County Public Schools, kindergarten through grade twelve, and is organized as follows:

Section A - Program Description and General Goals

Section B - Program Objectives

Section C - Suggested Teaching/Learning Strategies

Section D - Prerequisites for Student Placement

Section E - Program Evaluation

Section F - Instructional Material Requirements

Section G - Program Support Requirements

At present the sections are in various stages of developemnt. During the fall of 1974 instructional personnel will receive for use and reaction Sections A and B, and working drafts for Section C. The other sections will be written, reviewed, and completed at later dates as they are dependent upon Sections A and B.

PROGRAM OF STUDIES

HEALTH EDUCATION

FAIRFAX COUNTY PUBLIC SCHOOLS
Department of Instructional Services
Division of Curriculum Services
September 3, 1974

6

HEALTH EDUCATION K-12

Table of Contents

	Section	Page
Program Description	A	1
Elementary Health Education (K-6)	A	2
Intermediate Health Education (7-8)	A	4
High School Health Education (9-12)	A	5
Objectives	B	1
Elementary Health Program (K-6)	B	1
Yearly Minimum Objectives	B	1
Intermediate Health Program (7-8)	B	1
High School Health Program (9-12)	B	3
Introduction	C	1
Elementary Health Education (K-6)	C	2
Interpersonal Relationships		
Model I, Level K	C	11
Model I, Level One	C	13
Model I, Level Two	C	15
Model I, Level Three	C	17
Daily Health Habits		
Model II, Kindergarten	C	19
Model II, Level One	C	21
Model II, Level Two	C	23
Model II, Level Three	C	25
Safety and First Aid		
Model III, Level K	C	27
Model III, Level One	C	29
Health,Personnel, Disease Prevention, and Drug Education		
Model III, Level Two	C	31
Model III, Level Three	C	33
General Environmental Ecology		
Model IV, Level K	C	35
Model IV, Level One	C	37
Model IV, Level Two	C	39
Model IV, Level Three	C	41
Safety at Home and School		
Model I, Level Four	C	43
Safety with Vehicles		
Model I, Level Four	C	47
Safety - First Aid		
Model I, Level Four	C	49
Nutrition - Basic Food Groups		
Model II, Level Four	C	51

Table of Contents

(continued)

	Section	Page
Nutrition - Dietary Needs Model II, Level 4	C	53
Nutrition - International Model II, Level 4	C	57
Senses and Their Functions Model III, Level 4	C	61
Overcoming Sense Defects Model III, Level 4	C	67
The Skin Model III, Level 4	C	71
Dental Health Model IV, Level 4	C	75
Personal Grooming Model IV, Level 4	C	79
Drug Education Model IV, Level 4	C	81
Skeletal System Model I, Level 5	C	91
Muscular System Model I, Level 5	C	93
Skeletal - Muscular Relationship Model I, Level 5	C	95
Digestive System Model II, Level 5	C	101
Excretory System Model II, Level 5	C	105
Environmental Sanitation Model II, Level 5	C	107
Pollution Model III, Level 5	C	113
Safety - Preventive Measures and First Aid Model III, Level 5	C	117
Consumer Health Model III, Level 5	C	119
Growth and Development Model IV, Level 5	C	123
Rest and Relaxation Model IV, Level 5	C	127
Drugs Model IV, Level 5	C	131
Circulatory System Model I, Level 6	C	141
Respiratory System Model I, Level 6	C	145
Nervous System Model I, Level 6	C	149
Cell Development Model II, Level 6	C	153
Endocrine System Model II, Level 6	C	159

Table of Contents

(continued)

	Section	Page
Society's Fight Against Disease		
Model II, Level 6	C	163
Personal Hygiene	C	169
Mental Health		
Model III, Level 6	C	180
Drug Education (A)		
Model III, Level 6	C	186
Drug Education (B)		
Model III, Level 6	C	194
Leisure Time		
Model IV, Level 6	C	212
Red Cross First Aid Program		
Model IV, Level 6	C	218
Introduction	C	1
Intermediate Health Education (7-8)	C	2
Personality Development I	C	6
Part 1: Emotional and Physical Growth and Development, Level 7	C	7
Personality Development I		
Part II: Heredity Understanding, Level 7	C	14
Personality Development II		
Part I: Human Relationships, Level 7	C	18
Personality Development II		
Part II: Personal Hygiene, Level 7	C	25
Disease Control, Level 7-8	C	32
Tobacco and Alcohol, Level 7-8	C	45
Alcohol, Level 7-8	C	54
Drug Education, Level 7-8	C	60
Safety Precautions and Consumer Health Education, Level 7-8	C	75
Introduction	C	1
High School Health Education (9-12)	C	2
Current Youth Problems, Level 9	C	6
Physical Fitness and Conditioning, Level 9	C	17
Consumer Health Education, Level 9	C	32
Health Opportunities, World Health, Level 9	C	45
Environmental Health, Level 9	C	50
Health Careers, Level 9	C	54
Driver Education, Level 10	C	59
Personal and Family Survival	C	61
First Aid, Level 10	C	62
Medical Self-Help, Level 10	C	66
Coping With Disaster, Level 10	C	69

PROGRAM OF STUDIES

HEALTH EDUCATION

SECTION A

PROGRAM OF STUDIES

Program Description (K-12)

Health education, an integral part of the total instructional program, will provide students with a base of information that will enable them to make positive decisions leading to a productive, healthy life.

The health education curriculum (K-12) is a continuous learning process in which basic health concepts are introduced at the elementary level. The intermediate level reinforces this foundation of concepts while introducing applicable information necessary for positive emotional, physical and social growth. The high school level curriculum reiterates and stimulates these concepts through in-depth learning and serves as a foundation for living.

The health education program is designed to develop basic knowledge and attitudes needed to:

- formulate positive personal health habits
- achieve individual emotional, physical, and social growth
- relate health education to the environment
- participate effectively in today's society

Elementary Health Education Program (K-6)

Participation:

The scheduling of health education at the elementary level shall follow recommendations as provided in the State Department of Education Health Education Curriculum Guide, K-7, August 1971, revised.

An interdisciplinary approach in the areas of science, social studies, and language arts may be used to fulfill these requirements. This will enable the teacher to individualize the curriculum according to the needs of a particular group.

Content:

The goal at the elementary level is to enable students to:

- analyze themselves objectively
- make adjustments that are necessary to build and maintain constructive health and safety habits
- develop responsible interpersonal relationships

Minimum proficiency levels provide guidance to determine the student's progress throughout the program.

By the completion of the elementary school the student will have had learning experiences in:

K-3

Model I

Interpersonal Relationships
Human Families
Plant and Animal Families

Model II

Daily Health Habits
Body Systems
Nutrition

Model III

Health Personnel, Disease Prevention and Drug Education
Physical Fitness
Safety and First Aid

Model IV

General Environmental Ecology
Conservation of Animals
Conservation of Plants and Soil

Level 4

Model I

Safety at Home and at School
Safety with Vehicles
Safety -- First Aid

Level 5

Model I

Skeletal System
Muscular System
Skeletal-Muscular Relationships

Level 4 (continued)

Model II

Nutrition
- Basic Food Groups
- Dietary Needs
- International

Model III

Senses and Their Functions
Overcoming Sense Defects
The Skin

Model IV

Dental Health
Personal Grooming
Drug Education

Level 5 (continued)

Model II

Digestive System
Excretory System
Environmental Sanitation

Model III

Pollution
Safety--Preventive Measures and First Aid
Consumer Health

Model IV

Growth and Development
Rest and Relaxation
Drug Education

Level 6

Model I

Circulatory System
Respiratory System
Nervous System

Model II

Cell Development
Endocrine System
Society's Fight Against Disease

Model III

Personal Hygiene
Mental Health
Drug Education

Model IV

Leisure [illegible]ne
Red Cross First Aid Program
Books 1, 2, 3, and 4

Intermediate Health Education Program (7 & 8)

Participation:

The State Department of Education requires that 40 percent (72 periods) of the physical education instructional time during the school year be devoted to health education and 60 percent (108 periods) to physical education.

The seventh grade health education instruction, by agreement with the State Department of Education, is included in the seventh grade science program.

The eighth grade health and physical education credit can be included as one of the three units required for high school graduation.

Health instruction at the intermediate level should be carefully coordinated with science, home economics, social studies and English to provide supportive and comprehensive instructional efforts.

Content:

The content in both years is designed so that students will receive the preparation necessary to recognize and resolve emotional, physical, and social health problems.

By completion of the intermediate school the student will have had learning experiences in:

Model I

Personality Development I
- Emotional and Physical Growth and Development
- Heredity Understanding

Personality Development II
- Human Relationships
- Personal Hygiene

Disease Control

Model II

Alcohol
Tobacco
Drug Education
Safety Precautions
Consumer Health

High School Health Education Program (9-12)

Participation:

The State Department of Education requires that 40 percent (72 periods) of the physical education instructional time during the school year be devoted to health education and 60 percent (108 periods) to physical education.

Health education is required of all ninth and tenth grade students for graduation. An elective program is offered to interested eleventh and twelfth grade students.

It is recommended that the health education program be correlated with the total school instructional program in order to enrich the health program and to eliminate repetition of subject matter.

Content:

The goal at the high school level is to further develop basic health knowledge, and meet the individual needs of each student emotionally, physically, and socially as he or she relates to self and to society. By completion of high school, students will have had learning experiences in:

Level 9

Model I

Current Youth Problems
Physical Fitness and Conditioning

Model II

Consumer Health
Health Services
Health Opportunities
- World Health Problems
- Environmental Health
- Health Careers

Level 10

Model I

Driver Education

Model II

Personal and Family Survival
First Aid
Medical Self-Help
Coping With Disaster

PROGRAM OF STUDIES

HEALTH EDUCATION

GRADES K-6

SECTION B

Objectives

Health education objectives are designed for a broad range of student abilities. Minimum proficiency levels are established for a yearly program.

Elementary Health Program (K-6)

In the elementary school, the State of Virginia recommends that the same amount of time be given to health instruction as any other academic area.

Fairfax County Public Schools recommends that a minimum of 72 class hours be devoted to the instruction of health education.

The elementary school objectives for health are designed to be interrelated with the objectives for the physical education, science, social studies, and language arts curriculum.

These yearly objectives are structured to prepare the student for the intermediate school.

Yearly Minimum Objectives

Level K

The student will be able to:

1. Demonstrate courtesy in peer interaction.
2. Demonstrate evidence of effective personal hygiene.
3. Identify common safety practices for home and school.
4. Classify objects into living and nonliving categories.

Level 1

The student will be able to:

1. Practice courtesy in peer interaction.
2. Explain the correct method for brushing teeth and maintaining body cleanliness.
3. Name safety precautions related to medicines and household practices.
4. Demonstrate positive safety procedures to use in potentially dangerous situations.
5. Name basic foods needed to maintain health.
6. Name the ways plants, animals and people contribute to society.

Level 2

The student will be able to:

1. State positive ways to cope with frustration.
2. Demonstrate knowledge of sound daily health habits.
3. Name the four basic food groups.
4. State the basic safety rules for pedestrians, bike riders, and bus riders.
5. Identify the main purpose of immunizations.
6. Identify some primary misuses of natural resources.

Level 3

The student will be able to:

1. Write personal goals for interacting with others in the family, school, and community.
2. Identify the structure of the body ascending from cells to tissues to organs to systems.
3. Identify ways that advertisements influence health habits.
4. Name a way that health is affected by our environment and give methods for improvement of harmful elements.

Level 4

The student will be able to:

1. Show a basic knowledge of bicycle, home, and pedestrian safety.
2. Show a knowledge of the four basic food groups and how they affect the body.
3. Identify the five senses and explain the function of each.
4. Foster a positive attitude toward medicinal use of drugs and their contribution to mankind.

Level 5

The student will be able to:

1. Identify the parts of the following systems and relate their function to the body: skeletal, muscular, and digestive.

2. Identify potential hazardous situations in own daily living and a preventive measure for each.

3. Relate the use of drugs to physical, mental, social, and emotional behavior.

4. Recognize how changes in physical growth and personality affect relationships with others.

Level 6

The student will be able to:

1. Identify the parts of the following systems and relate their functions to the body: respiratory, nervous, and circulatory.

2. Explain the progressive relationship of cells, tissues, organs, systems, and organisms.

3. Explain the importance of personal hygiene in relation to preadolescent growth and development.

4. Identify the problems related to the use of drugs, tobacco, and alcohol to the individual, to the family, and to the peer group.

5. Identify some benefits of leisure-time activities.

PROGRAM OF STUDIES

HEALTH EDUCATION

GRADES K-6

SECTION C

WORKING DRAFT

FAIRFAX COUNTY PUBLIC SCHOOLS
Department of Instructional Services
Division of Curriculum Services
September 3, 1974

INTRODUCTION

Health is not a passive condition. It is a changing dynamic state.

It is the Fairfax County Public Schools' goal to help students look at themselves objectively and to develop physically and mentally so that they may function effectively in and contribute positively to today's society.

A sequential K-10 health education program has been developed that allows for flexibility of instructional approaches. It is important at each phase to present and reinforce prescribed concepts so that students will be assured of a continuous program of instruction.

Overall Approach

Organizational Approach

The school health program is concerned with the child's physical growth. However, due to the growing sophistication of an advanced society, it has become necessary to include aspects of mental health as well. It is increasingly difficult for the child to deal with the environment and to interact with a wide range of personalities.

The responsibility for physical and mental development of the child belongs to the family, the school, and the community.

The current school health services program is a cooperative one with the parents, the classroom teacher, and the health department.

When the child is registered for kindergarten the parent is requested to share any significant medical history which will necessitate an alteration in the child's instructional program. An automatic data processing system records all pertinent data and will be a part of the child's cummulative record and is considered confidential. The school nurse is responsible for notifying the teacher of physical and mental dysfunctions and counseling the parent and the teacher with respect to short-term and long range solutions. If further care or need of health services is determined the teacher can use the teacher-nurse-parent referral form (HE3). It is expected that standardized procedure will ensure the utimate goal of effective cooperation between the parents and the school system's professional personnel with the result that the child's learning efforts will not be impeded by health problems.

Proper lighting, temperature, and ventilation are important to the child's classroom adjustment as well as the teacher's consideration for the child's individual problems such as poor eyesight or a hearing loss. In addition the teacher should be alert to temporary problems such as physical illness or emotional upsets. This sets a proper learning environment, medically and physically, which carries over to the instructional program in health education as well as other areas.

The basic content of the health curriculum has been organized into models, which provide a variety of activities from which to choose. This enables school personnel to adapt the material to the particular organizational structure within the school.

For example, Model I, Interpersonal Relationships states the objective of identifying positive and negative emotions. One activity suggests that children collect pictures for a bulletin board depicting various emotions. This could be done by several different methods.

- A large group could bring in self selected pictures.
- Various emotions could be selected by small groups to display.
- A center could be established near the bulletin board for children to work at on an individual basis where the pictures already exist to be matched, written about, etc.

The teacher may elect not to use this activity at all but to use another to accomplish the same objective. For example, use of an opportunity where an emotion is spontaneously displayed.

The primary thrust at the elementary level, in addition to Interpersonal Relationships include Daily Health Habits, Body Systems, Nutrition, Drug Education, Physical Fitness, Safety and First Aid.

To give the teacher an overview of the essential components in each area some information that does not lend itself to specific objectives and activities will be found in this section.

Emphasis at the K-3 level in Daily Health Habits is focused on cleanliness, and dental health. Secondary objectives which are covered, such as proper food, exercise and rest are covered in greater detail under other areas such as physical fitness and nutrition. Care of teeth is an area which is frequently overlooked in practice. Although many children can correctly recite or even demonstrate the proper methods for brushing one's teeth and can tell how often it should be done, observation of children's teeth reveals that their knowledge is not always applied. The school nurse, a dental hygienist, or local dentist may be helpful in this area to expand the children's knowledge by showing slides of an actual case where serious problems evolved when proper dental health was not maintained.

Body systems are important at this level as initial learnings set the foundation for more complex knowledge of the entire functioning of the body systems at the 4-6 level.

As nutrition is becoming a popular and controversial area, it is important that the child be educated as a potential consumer to be able to intelligently evaluate the claims being made by various proponents in this area.

A program of drug education, beginning at the early childhood level allows the child to flow naturally into an instructional situation where drugs become as natural to avoid as poisonous materials such as those found under the kitchen sink. When this is integrated with health personnel and disease prevention it becomes a natural aspect of one's development.

The strong national emphasis on physical fitness which began in the early sixties with the Kennedy administration has brought forth as awareness of keeping one's body in good condition. To impress this on young children it is important to develop a positive attitude toward this area of the curriculum which has frequently been looked upon in the past as something to tolerate.

The ecological needs of our society are self-evident. In order to prevent rising shortages of national resources and basic foods essential to one's diet, children must be made aware of these problems and encouraged to pursue these related areas when considering a career.

Major ideas developed in all these areas during their formative years will have an influence on the balance of their lives.

Evaluation

The pretest is increasingly important due to the knowledge children are gaining through television. It is not unusual, particularly in the primary levels, to find that a group of children are knowledgeable about many of the suggested learnings found in the units.

By referring to the specific evaluations for each unit, a pretest can easily be devised and the results of this test can later be used to accurately measure the learnings which were gained from the unit by giving a post test.

IV. Evaluation
A never-ending responsibility for both the teacher and the student is the process of evaluation. You may find any of these applicable to each unit.

A. Health knowledge

B. Pre-tests obtained from various texts

C. Oral or written presentations and projects

*D. Teacher's records

E. Profiles

F. Check lists

*G. Discussions

*H. Interviews

I. Questionnaires

J. Cumulative records

K. Rating scale

L. Exhibits and displays

*M Conferences

N. Essays

O. Charts - teacher and student made

P. Logs

*Q. Anecdotal records

R. Graphs

S. Case studies

*T. Learning games

U. Autobiographies

*V. Observation

W. Tests - oral, written or standardized

* Particularly adaptable to those children who would not be accurately measured by use of written evaluation.

The school health program is made up of three basic components:

I. Health Instruction

Classroom teachers are responsible for:

A. Daily observation of students
Teachers should observe students for sight and hearing problems as well as general health and refer the student with health problems to the school's nurse. In the fall, the nurse will make teachers aware of medical red flag alerts within the classroom, and will also make suggestions for current procedures in handling the condition. All such student health information is confidential.

B. Making necessary report and/or referrals for health needs of students
The teacher may obtain the correct form from the school office (see Health Services #5 forms).

C. Units of study - the following units are recommended for inclusion at levels 4-6 as a part of the total instructional program.

1. Body Systems
In order to understand the physical and emotional changes which take place within the body, it is important for the student to have a working knowledge of body systems and how each functions. It is important that the student understands individual differences and that varying rates of growth and emotional response are normal and to be expected.

2. Nutrition
Nutrition can be an exciting dynamic subject. Although the four basic food groups and the nutrients contained within are the backbone of the unit, economic and religious practices are also a strong influence. The ever increasing search for new food sources and the controversy caused by new health diets provide educators with endless resources.

3. Safety
The major emphasis of safety instruction in this unit is accident prevention and procedures to follow when accidents occur. It stresses the rules for vehicular and pedestrian safety.

4. Ecology
A healthy person is one who is in harmony with the environment. In order to cope with today's environment, students must study existant factors and alternative methods for successful change. Areas for consideration are air, land, and sea pollution.

5. Drug Education
Drug abuse is an act, a behavior, and as such should be fully investigated and understood by students. The reasons for one's actions therefore should become an important part of drug education with the focal point being an understanding and appreciation of self. Instruction must not be limited to factual information impartially presented; students must be directed toward development of appropriate value decisions, attitudes, behavior, and alternatives to abuse of substances.

D. Overall school approaches

1. In any classroom situation the use of centers/work areas can be used as an instructional method or activity. The following suggested activities and projects are conducive to any teaching style, or method regardless of physical organization:
(a) Work areas and interest centers
(b) Writing activities

(c) Reading table
(d) Show cases and bulletin board displays
(e) Sand tables and dioramas
(f) Listening activities
(g) Dramatization and role playing
(h) Guest speaker
(i) Discussion
(j) Audio-visual aids
(k) Field trips
(l) Graphs, charts, and tables
(m) Timeline
(n) Commercial and homemade models
(o) Health fair
(p) Health publications
(q) Magnetic board
(r) Games and tournaments
(s) Worksheets/study sheets
(t) Art

2. Team Teaching
   (a) Combine several classes together to utilize teacher strengths.
   (b) Large group presentations can be made as films, lectures, etc., are introduced, discussed, and summarized.
   (c) Small groups can use the following methods:
      (1) Individual projects
      (2) Games
      (3) Debates and panels
      (4) Filmstrips and slides
      (5) Discussions
      (6) Questions and answers
3. Learning centers/work areas
   (a) Identify the basic concepts to be taught in the unit.
   (b) Divide the concepts to be used into separate work areas.
   (c) Students may have free choice of work areas or teacher can program students according to basic needs, enrichment, or reinforcement of skills.
   (d) A check list may be used at each work area to indicate enrollment and progress.
   (e) Evaluation can be based upon student work notebooks, student presentation or teacher devised tests.
4. Student oriented program
   The students:
   (a) Plan what will be taught
   (b) Plan how the unit will be taught
   (c) Carry out plans
   (d) Evaluate
5. Other approaches could include:
   (a) Body system robot:
      (1) A robot is constructed using boxes to denote the head and torso.
      (2) As a specific topic is studied, the students begin to build the robot by drawing and cutting out organs from paper and applying them to the structure.
      (3) An explanatory tape is placed inside the robot through a window in the back.
      (4) The robot can be accident prone and susceptible to disease.
      (5) The robot, through tape recordings, can be responsible for evaluating procedures.
   (b) The wonderful human machine - One of the quickest ways to arouse

interest and appreciation for the human body is to compare and contrast the body to a machine.
The brain - computer or filing cabinet
The eyes - camera
The ears - drum, anvil and stirrup
The nose - filters, strainers, and vacuum cleaners
The teeth - knives and grinders
The voice - stringed instruments
The joints - hinges and ball and socket
The heart - pump, pipes and valves
The lungs - balloons or bellows
The muscles - elastic or rubber bands
The blood - red cells - construction worker
white cells - the health department
blood platlets - seamstress
The nerves - computer, networks, telegraphic system
The stomach - factory or refinery
The intestines - garbage disposal
The kidney - filter system
The neck - the arch used in bridges and aqueducts
Tendon - suspension bridge cables

(c) Life sized transparency
Choose one child to lie down on a sheet of plastic. Trace the outline.

Assign different groups of students to prepare diagrams of the different body systems on a separate sheet of paper corresponding in size to your original plastic sheet. When all of these are completed they can be overlayed on your master outline.

(d) Mystery questions (Example: What within you can move at 200 miles per hours? - nerve impulses)

E. Interdisciplinary Approaches
Health instruction does not need to be a separate subject taught in left over time blocks, rather it needs to be a coordinated effort utilizing the strengths of all teaching and support personnel.

1. The cafeteria manager may be utilized in nutrition instruction.
2. The custodian can be brought into the program when sanitation is studied.
3. The public health nurse and the clinic aid are excellent people to assist in safety, nutrition, first aid and personal hygiene units of study.
4. The librarian could coordinate various types of health research.
5. Science instruction lends itself to health studies especially in the areas of body systems, ecology, and pollution (ESS - small things, butterflies, ecology).
6. In the area of social studies the relationship of nutrition may be interrelated with interational political and economic problems.
7. The area of language arts coordinates with health through student research, reading, and writing on various topics (i.e., physical and emotional handicaps).
8. A math project might be to research and graph student growth rates.
9. Fairfax County police's school safety program may assist in safety instruction.

II. <u>School Health Services</u>

A. Health screening - height, weight, vision, and hearing. These tests are

performed each fall. Services for retesting are available throughout the year.

B. ADP system is a record of the fall PTA assisted health screening and medical alert information. The nurse will confer with principal and teacher if a child has a medical alert condition (i.e. diabetes, cardic) and will interpret to school personnel necessary pertinent information that relates to the instructional needs of the student. All student health information is confidential.

C. Clinics - clinic aides and school nurses available for fall health screening, pediatric clinics available for children not seen by a physician.

D. Each elementary school will have available a clinic aide on a daily basis who is supervised by a public health nurse.

E.

Health services form		Who initiates	Who follows up
Teacher-nurse-parent referral	HE3	Teacher-nurse, nurse, parent	School nurse
Emergency care cards	HE5	Local school	Local school
Letters to parents re: physical-dental	HE8, MCH213, and 8b	Local school	Local school, school nurse
Report to parents on hearing test	HE12	Local school	Local school, school nurse
Referral from teachers to nurse re: hearing test	HE13	Classroom teacher	School nurse
Follow-up health screen	HPE9	Nurse	Parent

School psychologists are located at the area offices - check local school procedures

F. School health council - a school may chose to have a school health council composed of the principal, PTA health chairperson, teacher health chairperson, student representative, physical education coordinator, the school nurse, and the clinic room aide.

G. The PTA health chairperson is responsible for coordinating with the principal, school nurse, and clinic room aide all fall health screening, serves on the school health council, and serves as a liaison between the school and home.

H. The drug coordinator - the coordinator is responsible for keeping the teachers aware of new instructional materials, pertinent information; and is a liaison between the school, home, county, and Fairfax County Health agencies that provide assistance. In some schools the drug coordinator and health chairperson could be one and the same.

I. The teacher health chairperson is responsible for keeping the teachers aware of all new materials and pertinent information and to be a liaison between the school and the home.

III. Safe School Environment

A. An adequate heating, cooling, and lighting system to provide a comfortable learning environment for students.

B. Classroom seating to provide for the child's needs and compensate for any physical defects such as vision and hearing problems.

C. The teacher should be alert to temporary problems, such as physical illness or emotional upsets, which may interfere the students' learning environment.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
Interpersonal Relationships	Demonstrate courtesy in peer interaction.	Discuss the importance of considering the rights and property of others as related to working in centers or open-classroom situations. Make a scrapbook of drawings and cut out pictures illustrating how others should be treated. Use finger puppets to show fair and unfair treatment of others.

REFERENCES	EVALUATION
Films Getting Along #03109 Getting Angry #02740 Getting Even #03112 Follow Me #03103 **Filmstrips** First Things: What Do You Expect of Others? SUE with cassettes **Books** A Friend is Someone Who Likes You, Anglund, Joan Walsh, Harcourt Where Are the Mothers? Marino, Dorothy, Lippincott Be Nice to Josephine, Horvoth, Betty, Watts Fair Play, Leaf, Munro, Stokes	The teacher could keep anecdotal records of children's interaction in the centers followed by individual conferences with those children who have difficulties in getting along with others.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
Interpersonal Relationships	Practice courtesy in peer interaction.	Discuss the necessity for both leaders and followers in the effective functioning of a group. Establish a welcoming committee of hosts or hostesses to greet new children and visitors. During the evaluation period of the day, cite examples where children helped others.

REFERENCES

Films

Getting Along #03109
Getting Angry #02740
Getting Even #03112
Choosing Up #03113

Filmstrips

First Things: What Do You Expect of Others?, Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois 60614.

Books

Be Nice to Josephine, Horvoth, Betty, Watts
Fair Play, Leaf, Munro, Stokes
How to Behave and Why, Leaf, Munro, Lippincott

EVALUATION

The teacher in daily observation of individual and group interaction should continually regroup to provide models for children having difficulty.

INTERPERSONAL RELATIONSHIPS
MODEL I
Level Two

Health Education K-3
Section C
September 3, 1974

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
Interpersonal Relationships	State positive ways to cope with frustration.	Use film series "You've Got a Problem." Read stories of conflict situations; identify problems involved and possible solutions. Role-play problematic situations and how they can be resolved.

REFERENCES	EVALUATION
Films Getting Along #03109 Getting Angry #02740 Getting Even #03112 **Books** Little Girl with Seven Names, Hunt, Mabel Leigh Be Nice to Josephine, Horvoth, Betty, Watts The Cheerful Quiet, Horvoth, Betty, Watts Alexander and the Terrible, Horrible, No Good, Very Bad Day, Viorst, Judith, Atheneum How to Behave and Why, Leaf, Munro, Lippincott	The children can be provided with an open-end story concerned with a conflict situation and each child can write a conclusion to resolve the conflict.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
Interpersonal Relationships	Write personal goals for interacting with others in the family, school, and community.	Discuss problems of getting along with brothers and sisters. Inspire creative writing on topics such as courtesy, consideration, respect and politeness. Discuss role of a baby-sitter and ways children can enjoy themselves while allowing the sitter to fulfill his or her responsibilities.

REFERENCES	EVALUATION
Films Getting Along #03109 Getting Angry #02740 Getting Even #03112 Tell Me All About It: What Makes a Friend So Special? #3555 Beginning Responsibility Series Being on Time #02765 Doing Things for Ourself in School #02625 Learning to Follow Instructions #02766 Lunchroom Manners #02767 Other People's Things #00192 Rules at School #02768 Taking Care of Things #01193 Families and Rules #02590 **Filmstrips** Getting Along With the Family Learning to Make Friends, Society for Visual Education 1345 Diversey Parkway, Chicago, Illinois 60614 **Books** Friend to All, Lohler, Julilly H., Dutton Me and Fat Glenda, Perl, Lila, Seabury The Family at Caldicott Place, Stretfield, Noel, Random House I'm in a Family, Stover, JoAnn, McKay Boney's Lake, Agle, Nan Hayden, Seabury	The students can make cartoon strips of cooperative and uncooperative children who have positive and negative response to situations in which they interact with others.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
Personal Hygiene	Demonstrate evidence of effective personal hygiene.	Invite a dental hygienist to demonstrate the proper ways of brushing teeth and discuss the reasons for these methods. Role play a visit to the dentist and discuss the reasons why the dentist is a friend. Demonstrate the proper way to wash hands using soap and water and discuss the reasons for keeping clean, emphasizing the role of bacteria.

REFERENCES	EVALUATION
Filmstrips Keeping Ourselves Healthy, Society for Visual Education 1345 Diversey Parkway, Chicago, Illinois 60614 **Books** Visit to the Dentist, Garn, Bernard J., Grosset, 1959 The True Book of Health, Haynes, Oliver H., R. N., Children's Press, 1954 Bristol-Myers Products Division Educational Service Department, #APH-8 45 Rockefeller Plaza New York, New York 10020 Dental Health Units Cut Out Paper Tooth Model	The child can demonstrate to the class, on a large model, the proper way of brushing teeth. A monitor could be appointed to observe children washing hands before snack time. The children can make oversized pictures of bacteria to be displayed on cutouts of their hands.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
Personal Hygiene	Explain the correct method for brushing teeth and maintaining body cleanliness.	Experiment: Fill three containers with cold water, warm water and soap with warm water. Have the children wash their hands to see which liquid cleans best. Demonstrate with a large toothbrush the proper methods of using a toothbrush, including gum care. Discuss the importance of "baby teeth" and the need to care for them. Save and observe some baby teeth lost by class members. Note cavities, stains and roots.

REFERENCES	EVALUATION
Films Teeth Are For Chewing, #03403 Your Teeth, #00950 Filmstrips Keeping Ourselves Healthy, Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois 60614 Books Your Wonderful Teeth, Scholat, G. Warren, Scribner, 1954 How Many Teeth, Showers, Paul, Crowell, 1962 The True Book of Health, Haynes, Oliver H., R. N., Chidren's Press 1954 Bristol-Myers Products Division Educational Service Department, APH-8 45 Rockefeller Plaza Dental Health Units Cut Out Paper Tooth Model	The children can role-play a situation as a hospital aide and demonstrate on a doll or teddy bear the proper methods for bathing. Have children use plaque identification tablets to demonstrate that they can brush their teeth properly.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
Personal Hygiene	Demonstrate knowledge of sound daily health habits.	Display models and objects pertaining to dental health, explain their use, and then use them for creative dramatics. Make a picture dictionary of words related to good health practices. Have children demonstrate correct posture for sitting, standing, walking. Play eraser tag (one child chases another with erasers on their heads).
Nutrition	Name the four basic food groups.	Visit a grocery store, noting various food groups and finding "new" foods to be analyzed according to placement in basic food groups. Have the children pretend they are different foods and try to sell themselves to each other. Display study prints of the four basic food groups and have children plan menus according to their ability.

REFERENCES

Films

Beginning Good Posture Habits, #02769
Eat Well, Grow Well, #02776
Why Eat Our Vegetables, #02789

Filmstrips

You and Your Food, Walt Disney's The Encyclopaedia Britannica
Keeping Ourselves Healthy, Society for Visual Education,
1345 Diversey Parkway, Chicago, Illinois 60614

Books

Your Wonderful Teeth, Scholat, G. Warren, Scribner, 1954
How Many Teeth?, Showers, Paul, Crowell, 1962

Bristol-Myers Products Division
Educational Service Department, APH-8
45 Rockefeller Plaza
New York, New York 10020
Dental Health Units
Cut Out Paper Tooth Model

EVALUATION

Draw before and after silhouettes of children on lurtcher paper to illustrate their posture.

Have children plan a nutritious school lunch that would be approved by the cafeteria manager.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
	Identify the structure of the body ascending from cells to tissues to organs to systems.	Use blocks to show how cells build tissues with fail to show how tissues build organs, then cover with plastic wrap to show how organs build systems.

REFERENCES	EVALUATION
Films Your Sleep and Rest, #00893 **Books** Physiology, Haag, Jessie H., and M. Ver DeVault, The Stect Company, 1959	Using the model constructed in the activity section, the child can demonstrate to a group of children outside the class, the structure of the body.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
Home and School Safety	Identify some common safety practices for home and school.	Introduce school safety practices: - green banner - blue star mothers Collect pictures of objects which could cause a serious accident. Discuss and role-play preventive measures such as the handling of scissors. Make a bulletin board of things to avoid at play such as railroad tracks, bridges, empty refrigerators, plastic bags, unattended swimming pools, busy streets.

REFERENCES	EVALUATION
Filmstrips How To Have an Accident in the Home I'm No Fool as a Pedestrian I'm No Fool Having Fun I'm No Fool in Water I'm No Fool with Fire Safety To and From School, Curriculum Materials Corporation, Walt Disney Encyclopaedia Britannica Books Safety Can Be Fun, Leaf, Munro, Stokes, 1938	Take a walk through the neighborhood and have the children identify the houses of block mothers. How each child can paint a poster of one dangerous thing to avoid at play.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
Medicine	Name safety precautions related to medicines and household products.	Explain the difference between prescription and nonprescription drugs and safety precautions such as following the directions on prescription or container. Make a movie of an ill child being given medicine: - parent reading label - measuring dosage - putting bottle away - disposing of unused medicine
Dangerous Objects and Situations	Demonstrate positive safety procedures to use in potentially dangerous situations.	Discuss safety at drinking fountains, cafeteria, rest rooms. Discuss the dangers of tool kits, sharp knives, electrical equipment, and some toys. Role play correct telephone practice for reporting emergencies to the police and fire departments.

REFERENCES	EVALUATION
Films Adventure in Televonia, #00102 Safety After School, #02788 **Filmstrips** How to Have an Accident in the Home I'm No Fool as a Pedistrian I'm No Fool Having Fun I'm No Fool in Water I'm No Fool with Fire Safety To and From School, Curriculum Materials Corporation, 1959, Walt Disney Encyclopaedia Britannica **Books** Safety Can Be Fun, Leaf, Munro, Stokes, 1938	Display empty bottles, with their labels, of medicine, spices, and household cleaning products for the children to classify into their proper categories. Have each child recite their parent's names, address, and telephone number into toy phone and report an "emergency."

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
	State the basic safety rules for pedestrians, bike riders, and bus riders.	Set up traffic situations and role play rules for a pedestrian. "What Should You Do?" - If other people are on bikes behind you when you are going to turn, what should you do? - When you are riding and come to a busy street, what should you do? - Someone starts a fight on the bus, what should you do? - Your friends think it would be fur to open the windows on the bus and lean out, what should you do? - You are late to school and the street light is red but no traffic is coming, what should you do?
2. Disease Prevention	Identify the main purpose of immunization.	Discuss ways germs spread in classroom, bathroom, drinking fountain, etc. Have clinic aide or nurse come to discuss reasons for immunizations as germs cannot be completely controlled.

REFERENCES	EVALUATION
Films Riding Your School Bus, #3459 Safety as We Play, #3560 One Got Fat, #02229 Filmstrips How to Have an Accident in the Home I'm No Fool as a Pedestrian I'm No Fool Having Fun I'm No Fool in Water I'm No Fool with a Bicycle I'm No Fool with Fire Safety To and From School, Curriculum Materials Corporation, 1959, Walt Disney Encyclopaedia Britannica Books How Doctors Help Us, Meeker, Alice M., Benefic Press, 1964 Vaccination and You, Cohen, Daniel, Messner, 1969	Have children select from pictures provided by the teacher or drawn by students from another class the proper and improper behavior for pedistrians, bike riders, and bus riders. Provided with symbols of immunizations, make a class chart of those immunizations the children have had.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
Role of Advertisements	Identify ways that advertisements influence health habits.	Bring in pictures of advertisements from newspapers and magazines which deal with smoking. Write to the Cancer Society and Heart Association for materials related to the hazards of smoking. (A bulletin board or other display could be made with materials from the above activities.) Survey the media for ads which promote nutritious food and compare and contrast to ads which promote "junk" food.

REFERENCES	EVALUATION
Any current magazines containing advertisements	Have each child create a two-sided collage on which one side depicts advertisements from products which promote positive health habits and the other side consists of ads for products which are potentially harmful to one's health.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
General Environmental Ecology	Classify objects into living and non-living things.	Take a nature walk to classify the things children see into living and nonliving things. Make a chart of living and nonliving things where children can paste pictures in the appropriate columns. Emphasize the concept that all living things need sun, air, and water.

REFERENCES	EVALUATION
Films What's Alive?, #01066 Sun, #3562 **Filmstrips** What Is Alive?, Encyclopaedia Britannica **Books** Who Likes the Sun?, De Regniers, Beatrice, Harcourt The Day We Saw the Sun Come Up, Goudy, Alice, Scribner The True Book of Air Around Us, Margaret Friskey, Children's Press Not Only for Ducks, Blough, Glenn, McGraw Hill	Have each child make a simple terrarium in a baby food jar consisting of sand, a rock and one or two plants, and identify the living and nonliving objects.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
General Environmental Ecology	Name the ways plants, animals, and people contribute to society.	Devise a bulletin board with pictures of animals that are sources of food and have children put appropriate food pictures and store labels with each animal. Have children bring in fruits, vegetables, and have decorations, list the articles and match them with the mother plant from which they are derived. Invite a speaker from the Environmental Protection Agency to discuss society's overall ecological problems.

REFERENCES	EVALUATION
Films Blueberries for Sale, #3465 Clothing: A Pair of Jeans, #3500 Animals Useful to Man, #00138 Bread, #00223 Eggs to Market, #02734 How Does a Garden Grow, #02742 Books First Book of Food, Scheib, Ida, Watts Terrariums and Aquariums, Leavitt, Jerome and Huntsberger, John, Children's Press Pick a Raincoat, Pick a Whistle, Bason, Lillian, Lothrop, Lee and Shepard Useful Plants and Animals, Blough, Glenn, Raw, Peterson	Have the class make a large continuous mural beginning with the animals and plants on the farm and tracing them to the family table.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
Natural Resources	Identify some primary misuses of natural resources.	Invite a conservationalist or game warden to visit the class and discuss the importance of his/her work and how the children can help. Make a scrapbook of pictures and news articles illustrating the hazards of pollution. Draw an outline of an animal with yarn on a bulletin board and have the children gather paper from the floor or halls to pin inside and let its stomach expand.

REFERENCES	EVALUATION
Films How About It?, #3557 Boomsville, #03062 **Books** The How and Why Wonder Book of Ecology, Grossman Shelly, Grosset and Dunlap, 1971 Ecology, Hoke, John, Franklin Watts, Incorporated, 1971 Water Pollution, Laycock, George, Grosset and Dunlap, 1972 Clean Air - Sparkling Water, Shuttlesworth, Dorothy, Doubleday, 1968	Have children give oral reports about misuses of natural resources that they have observed.

GENERAL ENVIRONMENTAL ECOLOGY
MODEL IV
Level Three

Health Education K-3
Section C
September 3, 1974

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
General Environmental Ecology	Name a way that health is affected by our environment and methods for improvement of harmful elements.	Find disease breeding places in the neighborhood and make plans for cleanup. Take the children to the Potomac River and discuss some of the problems involved; then visit a water sanitation plant.

REFERENCES	EVALUATION
Films Nature is for People, #03420 Books The How and Why Wonder Book of Ecology, Grossman, Shelly, Grosset and Dunlap, 1971 Ecology, Hoke, John, Franklin Watts, Incorporated, 1971 Water Pollution, Laycock, George, Grosset and Dunlap, 1972 Clean Air - Sparkling Water, Shuttlesworth, Dorothy, Doubleday, 1968	Construct a simple true and false test denoting situations which are helpful or harmful to one's health.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
Safety A. Home 1. Safety Rules 2. Accidents (a) Falls (b) Burns (c) Poison (d) Equipment (e) Fire B. School	Identify some personal safety rules to be followed at home.	Show film Safety in the Home, #02638, Instructional Media Center. Have students make a notebook/scrapbook of home safety hints and list of personal safety rules to follow. Write hypothetical emergency situations on slips of paper. Students will dial on a play phone, appropriate emergency number for a given situation.
	Identify some chief causes of accidents in the home and a preventive measure for each.	Discuss dangers of poisons and precautions in handling them. Collect news articles on home accidents and discuss ways in which these accidents might have been prevented. Invite an electrician from the power company to discuss electrical hazards and how to prevent electrical accidents in the home. Write to an insurance company for information on the number and types of home accidents, and graph the data. List two pieces of home equipment and identify one danger associated with each.
	Identify an accident that has happened in school; give the cause and tell how it could have been prevented.	Have individual students makes a map showing the best route and safety measures involved in going to and from school.

REFERENCES	EVALUATION
Films Safety in the Home, #02638, Instructional Media Center	Evaluate student's knowledge of safety rules by administering a teacher-made test.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Have a student panel discussion stressing the importance of following rules in physical sports. Discuss with students the functions of the safety patrols and the need for cooperating with them by observing bus regulations and traffic signals, and crossing streets only at designated zones. Have students learn how and under what conditions to use both an outdoor and indoor fire alarm box. Stress the dangers of false alarms and the consequences of reporting a false fire alarm. Have teacher discuss with students the procedure to follow in a fire drill. Stress what they should do if an exit is blocked,and then practice fire drills from their own class and from other areas of the building. Have students conduct a survey of safe outdoor play areas in the school community; make a map and in contrasting colors mark safe and dangerous areas of play.

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
Safety with Vehicles A. Use and Maintenance B. Bicycle 1. Skills 2. Traffic Rules 3. Safety Devices C. Cars 1. Qualities of Good Driver 2. Accidents D. Pedestrian 1. Safety Rules	Identify the proper use and maintenance of vehicles he/she uses.	Show and discuss film <u>One Got Fat</u>, #02229, Instructional Media Center. Conduct a workshop on care of bicycles, set up a bicycle inspection center, and present student-designed certificates to those passing. Conduct a survey of bicycle traffic violations noted on the way to and from school. Follow up with a panel discussion of "Safe Bicycling." Conduct a bicycle rodeo as the culminating activity. Discuss safety devices designed to make a bicycle more visible at night.
	Name some qualities of a good driver.	Have students describe what they consider to be a good driver. Compare and discuss.
	State some chief causes of automobile accidents.	Research the chief causes of automobile accidents.
	List five safety precautions to be taken by pedestrians.	Make a list of safety precautions for pedestrians. Then write AAA for their list and compare. Obtain from the patrol captain a list of safety violations. Graph them according to type and number.

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
I. Accidents A. Causes B. Prevention C. First Aid Procedures to Follow	Identify some major causes of accidents and how they can be prevented.	Have students write the National Safety Council for a report on causes of accidents; then discuss preventive measures.
II. First Aid Kit	Demonstrate the three most important first aid procedures to follow in case of an accident.	Have students make a list of general first aid procedures to follow when accidents occur. Discuss with students what to do if an accident occurs in a play area.
	Identify causes and treatment for hyperventilation.	Discuss hyperventilation, its causes, and ways to correct it.
		Discuss arteries and veins and identify the reason why a person can bleed to death in a few minutes from a deep cut. Then identify some methods to control severe bleeding.
		Invite the school nurse to speak to students on the cause of and procedure to follow in case of fainting.
		Write and memorize the emergency numbers of the fire and police departments and the family doctor.

REFERENCES	EVALUATION
National Safety Council School nurse or clinic aide	Give students an objective test on emergency phone numbers. Evaluate on the basis of accuracy. Have students conduct a series panel discussion on accident causes and prevention. Evaluate on the basis of participation and validity of participation.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
Nutrition A. Four Basic Food Groups 1. Bread and Cereal 2. Fruit and Vegetables 3. Dairy Products 4. Meat B. Menu Planning C. Nutritional Research	Show a knowledge of the four basic food groups and how they affect the body.	Make mobiles to hang in classroom. Each mobile should illustrate one of the food groups. Show film Food For Life, #03166, Instructional Media Center. Show film Vitamins From Food, #03164, Instructional Media Center. Use an opaque projector to show pictures from Food and Nutrition, Life Science Library. Art: Make fruits and vegetables--balloons wound and squeezed with yarn into shapes, then dipped in colored plaster of paris. Write the National Dairy Council, Chicago, Illinois 60606, for the booklet "How Your Body Uses Food." Construct a food store. Have the four basic food groups represented and prices based on current retail prices. Have students plan a week's menu for their family based on $15. Make placemats from their menus. Have a puppet show. Add arms and legs to vegetables and use them for puppets--have each vegetable explain its contribution to good nutrition.
	Identify some things nutritional scientists are proposing to help solve the world's food shortage.	Have interested students research and report to class on the work of nutritional scientists.

REFERENCES	EVALUATION
Films Food For Life, #03166, Instructional Media Center Vitamins From Food, #03164, Instructional Media Cent **Booklets** National Dairy Council, Chicago, Illinois 60606, "How Your Body Uses Food" and "The Great Vitamin Mystery" **Books** Food and Nutrition, Life Science Library	Have each student plan a balanced diet for one day. Either a student or the classroom teacher evaluate the menus by checking them against the four basic food groups.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
I. Dietary Needs A. Nutrients 1. Classification (a) Carbohydrates (b) Proteins (c) Fats (d) Minerals (e) Vitamins (f) Water 2. Preservation B. Dietary Needs 1. Infant 2. Child 3. Adult	Identify foods which produce sufficient amounts of nutrients and calories for a daily diet.	Make a chart of the nutrients. Tell what each one does and which foods contain adequate amounts of them. Use opaque projector to show pictures from Food and Nutrition, Life Science Laboratory.
II. Food Selection Four Basic Food Groups		
III. Body Energy Related to Food Consumption		Have students make a bulletin board of an open mouth with teeth showing. Inside the opening place pictures of food cut from magazines. Use a caption such as "Open Your Mouth to Good Eating." Discuss factors to be considered in preservation of nutritional values of food.
	Explain the differences in dietary needs of an infant, child, and adult.	Write The National Dairy Council, Chicago, Illinois 60606, for their record booklet "School Lunch." Have students keep a week's record of information called for. Turn in the booklets and form a committee to tabulate the information. Have committee make a graph of the results.

REFERENCES	EVALUATION

Booklets

"How Your Body Uses Food," National Dairy Council, Chicago, Illinois 60606
"Let's Take Milk Apart," National Dairy Council, Chicago, Illinois 60606
"The Great Vitamin Mystery," National Dairy Council, Chicago, Illinois 60606

Films

Food For Life, #03166, Instructional Media Center
Vitamins From Food, #03164, Instructional Media Center
What's Good to Eat, #02974, Instructional Media Center

Books

Health and Diseases, Life Science Library
Food and Nutrition, Life Science Library

Have each class member plan a menu for a day. Evaluate on the basis of completeness and accuracy.

Have each student make a chart showing the differences between diet for an infant, child, and adult. Evaluate on the basis of accuracy.

Have students match a specific food with the nutrients it contains. Evaluate on the basis of accuracy.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Have students write a paragraph on the importance of breakfast to their bodies and include a nutritional breakfast menu. Put the various menus on mobiles and hang in the room. Discuss the differences in dietary needs for an infant, growing child, and adult. Then plan a day's menu consisting of breakfast, lunch, and dinner for a family of four,using only five dollars. The meals must be nutritionally balanced. Check prices at local grocery store.
	Explain reasons for using the four basic food groups as a guide in selection of food.	Have students choose a day and write to their parents inviting them to have lunch with them in the cafeteria. Have them plan the lunch, make placemats, decorations, etc. Show film: What's Good to Eat, #02974, Instructional Media Center.
	Explain the necessary balance needed between the intake of food and calories expended through exercise.	Discuss factors which determine the energy needs of an individual. Invite a physical education instructor to speak on the importance of exercise in the proper development and maintenance of the body. Have students keep a list of what they eat for one week. At the end of the week discuss the strong and weak points of their lists, based on calories consumed and energy expended. Check lists against four basic food groups to determine adequacy of diet.

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
I. History A. Prehistoric Ages 1. Food Foraging 2. Fire B. Early Civilizations 1. Utensils 2. Planting Seeds 3. Domesticating Animals 4. Grinding Corn C. Middle Ages D. Crusades E. Age of Exploration	Identify some events that happened in the past which affected a particular society's choice of food.	Discuss how discoveries and inventions affected a particular society's choice of food.
II. Invention of Farm Machinery III. Food Processing Methods		Discuss how fast transportation and development of modern methods of food preservation have allowed the nations of the world to share their food.
IV. Foods From Other Nations	Recognize influence of other countries on nutrition.	Have students research a country of their choice and identify the special characteristics found in that country's food. Have students plan and have "food fair" on foreign foods. During math have students figure the proportions needed for the recipes, and prepare the foods in class. Compare costs as related to nutritional value domestically and abroad. Have a group of students design a bulletin board to show children from different lands and their breakfast menu. The caption could read "What Is Your Breakfast Like?"
V. International Problems A. Obesity B. Malnutrition		
VI. Agencies A. Food and Agriculture Organization (FAO) B. World Health Organization (WHO)		Discuss how customs influence choice, proporation, and the way people eat food.

REFERENCES	EVALUATION

Films

Vitamins From Food, #03164, Instructional Media Center
Food For Life, #03166, Instructional Media Center

Books

Food and Nutrition, Life Science Library

Booklets

"Let's Take Milk Apart," The National Dairy Council, Chicago, Illinois 60606
"How Your Body Uses Food," The National Dairy Council, Chicago, Illinois 60606
"The Great Vitamin Mystery," The National Dairy Council, Chicago, Illinois 60606

Have students write an essay on the history of food. Evaluate on the basis of content.

Have students identify a major food problem and then try to solve it. Evaluate on the basis of thought and logic used to solve the problem.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
C. United Nations International Children's Emergency Fund (UNICEF)	Identify some international nutritional problems and possible solutions.	Have students identify one political or economic problem in the world today which evolves around some phase of nutrition. Have a group of students report on some current world food problems. Have class select one to study in depth and propose solutions. Have students research and discuss malnutrition and the factors causing it. Identify FAO, WHO, and UNICEF and define the function each serves nutritionally. Discuss how scientists are approaching the problem of overweight school children through a study of social customs and psychological needs. Have students use opaque projector and show picture, "Food and Nutrition," Life Science Library. Have students write a composition and identify ways the United States is helping internationally to solve world food problems.

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
Senses A. Sight Eyes (a) Structure (b) Care B. Hearing Ears (a) Structure (b) Care C. Smell Nose D. Taste E. Touch	Identify the five senses, define their functions and tell how they relate to total health.	Show film Hailstones and Halibut Bones, #3539, Instructional Media Center. Have teacher or student read the poem "The Blind Men and the Elephant" by John Godfrey Saxe, Best Loved Poems of the American People, Garden City Publishing Company. Discuss how we interpret the world around us by our senses. Stress that it is the senses that report, but the brain must interpret.
	List the parts of the eye and define their functions.	Research various animals, describe their eyes, and explain the reasons why they developed in that manner. Have students write an essay on "The Eye Is an Image-Catching Device." Draw a simple diagram comparing the eye with a camera. Have students view film Eyes and Vision, #00381, Instructional Media Center. Use an opaque projector to show pictures from Light and Vision, Life Science Library.
	List the parts of the ear and identify some rules to follow in the protection and care of the ear.	View film The Ears and Hearing, #00343, Instructional Media Center. Draw and label parts of the ear, explain their functions and list some rules to follow in protection and care of the ear. Use opaque projector to show pictures from Sound and Hearing, Life Science Library.

REFERENCES	EVALUATION
Books Sound and Hearing, Life Science Library The Body, Life Science Library Light and Vision, Life Science Library Eyes and Vision, Life Science Library Films The Ears and Hearing, #00343, Instructional Media Center The Nose, Structure, and Function, #00716, Instructional Media Center Helen Keller in Her Story, #02867, Instructional Media Center Books Best Loved Poems of the American People, Godfrey, John, Garden City Publishing Company About Yourself, Scott Foresman About All of Us, Scott Foresman Today's Basic Science, Harper and Row	Design a test requiring knowledge of the following information: - A definition of the senses and their function. - The parts of the eye. - An explanation of sound. - The location of the olfactory nerve endings. - The four taste sensations and their location on the fingers.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Research Andreas Vesalius, Gian Filippo Ingrassia, and Bartolommeo Eustachio, then report on findings.
	Locate the olfactory nerve endings.	View the film The Nose, Structure and Function, #00716, Instructional Media Center. Discuss the organ of smell, its location, and its processes. Discuss how all smells originate from four primary ones: fragrant, acid, rancid, and burnt. Have students make a bulletin board with pictures under each classification. Have students write an essay on their favorite smell and why it is their favorite. Have teacher or a student hold up pictures of various things and have students tell what smell they associate with them. Have three of four students participate in an experiment while the others watch. Cut an apply and a potato into pieces. Blindfold the students. Put one of the pieces in the mouth of each while student holds nose shut. Have each tell whether it is a piece of apple or potato being eaten.
	Name the four taste sensations and tell which area of the tongue is sensitive to each.	Experiment! Have each student dry the tip of his/her tongue with a kleenex and then put a little sugar on the tip. They will

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		not taste the sugar until the saliva begins to dissolve it. Draw a picture of the taste areas of the tongue. Around this draw pictures of various foods with lines connecting them with the proper areas.
	Identify the location of the sense of touch and explain how it operates.	View film Helen Keller in Her Story, #02867, Instructional Media Center. Demonstrate the sense of touch by putting one hand in a bag holding several objects. Guess what the objects are without using eyes. Have a student research and report to class on how the sense of touch operates.

REFERENCES	EVALUATION

OVERCOMING SENSE DEFECTS
MODEL III
Level 4

Health Education 4-6
Section C
September 3, 1974

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
I. Senses A. Eyes 1. Common Defects (a) Hyperopia (b) Myopia (c) Astigmatism 2. Protection (a) Ophthalmologist (b) Optometrist (c) Optician	Identify causes and corrective measures for some eye problems.	Have students research, name, describe, and give correction for astigmatism, farsightedness. Discuss some major causes of blindness and related medical advances. Make a list of rules for eye protection. Name and describe the work of three kinds of specialists in the correction of eye defects.
B. Ears 1. Defects (a) Conduction (b) Sensory-Neural 2. Protection	Identify some causes of common ear problems and their preventive measures.	Discuss with students that all hearing losses may be divided into two classes: conduction hearing losses and sensory-neural hearing losses. Have them research to find the difference between them, possible causes and cures if any. Show film Down, Decible, Down, #03240, Instructional Media Center. Use opaque projector to show pictures from Sound and Hearing, Life Science Library. Display braille book and sign language chart. Discuss problems of deaf-mutes.
C. Others 1. Smell 2. Taste 3. Touch	Recognize the importance of protecting the sense of smell, taste, and touch.	Discuss the importance of protecting the sense. Then have the students make a bulletin board illustrating how to protect one's sense of smell, taste, and touch.
II. Compensation for Loss		
III. Aid A. Government B. Community C. Industry		

REFERENCES	EVALUATION
Films Down, Decibel, Down, #03240, Instructional Media Center Helen Keller in Her Story, #02867, Instructional Media Center Books Sound and Hearing, Life Science Library "The Blind Men and the Elephant," Best Loved Poems of the American People, Saxe, John Godfrey, Garden City Publishing Company	Have students list a defect and a cure or compensation for each sense. Evaluate on the basis of accuracy. Have students define the two types of hearing losses. Evaluate on the basis of accuracy.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
	Explain how one can compensate for the loss of some senses by the development of others.	Have teacher or student read the poem "The Blind Men and the Elephant" by John Godfrey Saxe, Best Loved Poems of the American People, Garden City Publishing Company. Discuss with students that advances in medicine, education and electronics now bring help to many of the handicapped. Have students see film Helen Keller in Her Story, #02867, Instructional Media Center. Have students identify one person who has overcome a sense defect and tell two ways that compensation was made.
	Identify community efforts in the prevention of and assistance with sense defects.	List some things industry is doing to protect the eyes. Discuss ways in which a community assists people with hearing difficulties. Research to find how the government at state and local levels is aiding visually handicapped children.

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
The Skin A. Parts of the Skin 1. Epidermis 2. Pigment 3. Dermis 4. Blood vessels 5. Sweat glands 6. Hair 7. Oil glands 8. Nerves B. Skin Function 1. Covers the body 2. Protects the body 3. Helps to regulate the temperature of the body C. Care of the Skin 1. Keeping skin clean 2. Keeping skin warm 3. Eating proper foods	Identify the parts of the skin and state their functions.	Show pictures from Today's Basic Science, Harper and Row. Discuss structure of skin. Have a group of students research and report on the epidermis, dermis, blood vessels in relation to skin, sweat glands, follicles, oil glands, and nerves as they relate to the skin and the subcutaneous layer. Have students prepare bulletin board showing the layers of skin and their functions. Show film What Color Are You? #02983, Instructional Media Center.
	Identify the function of the skin.	Discuss "The skin is your first line of defense." Write a composition telling how the skin acts as our personal air conditioner. Discuss how the skin acts as a sensory organ and list five distinct sensations registered in nerve endings of the skin and relate them to total health.
	Identify skin care as it relates to total hygiene.	Discuss how skin gets nourishment and the effects of a poor diet, lack of sleep, overstimulation, fatigue, or body systems not functioning properly on the skin. Research foods that have a beneficial effect on the skin.

REFERENCES	EVALUATION
Books The Body, Life Science Library Today's Basic Science, Harper and Row Fil. What Color Are You?, #02983, Instructional Media Cente.	Have students fill in a diagram of the skin by labeling the parts and telling each parts function. Evaluate on the basis of accuracy. Have students list skin care habits. Evaluate on the basis of reasoning and accuracy.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Use magazine articles and pictures showing skin disorders; list causes of and how to prevent the disorders. List students' rules for skin care. Let one student compile the rules and put them on a chart.

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
I. Teeth A. Definition B. Functions C. Structure 1. Crown 2. Root 3. Enamel 4. Dentine 5. Pulp 6. Cement D. Types 1. Incisors 2. Cuspids 3. Bicuspids 4. Molars E. Development 1. Deciduous 2. Permanent F. Decay 1. Causes 2. Prevention II. Role of Dentist	Identify and describe the structure of a tooth. Identify the four types of teeth and their functions. Identify difference between deciduous teeth and permanent teeth.	Draw a cross section of a tooth and label its parts. Have students make plasticine models of teeth, about two-three inches long. Make labels of the various parts and attach with pins. Obtain x-ray photographs from local dentist to study structure of teeth. Discuss with students some different types of animals, the kind of teeth they have, the type of food they eat, and the relationship between the two. Have students list the four types of teeth, describe each type and gives its function. Show and discuss the filmstrip,"The Teeth and Eating,"Understanding Your Body Series 1, Encyclopaedia Britannica Corporation. Have students use an opaque projector to show "Teeth and Their Jobs", page 101, The Body, Life Science Library. Discuss how teeth contribute to digestion, appearance and speech. Show film Teeth Are for Chewing, #03403 Instructional Media Center. Make a drawing of a complete set of permanent teeth. Label each kind of tooth and explain the kind of work it does.

REFERENCES	EVALUATION
Books The Teeth and Eating, Understanding Your Body Series I, Encyclopaedia Britannica Corporation The Body, Life Science Library Film Teeth Are for Chewing, #03403, Instructional Media Cent	On a mimographed picture of a tooth, have students label the parts of the tooth and tell each part functions. Evaluation is based on accuracy. Teacher observe students' knowledge of tooth care by listening to a student panel discussion of oral hygiene.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Discuss primary teeth and their function. Make a graph naming different kinds of teeth and showing at what approximate age they appear.
	Identify and explain process of tooth decay.	Discuss how heredity, diet, and disease contribute to tooth decay. Diagram teeth showing various stages of decay. Have students identify four preventative measures for tooth decay and report on the role of fluorides in preventing tooth decay.
	Identify the role of the dentist in oral health.	Invite a dentist to discuss the importance of caring for teeth and demonstrate how to brush teeth properly, how to use dental floss, and how to massage gums.

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
Personal Grooming A. Definition B. Inherited Characteristics 1. Hair 2. Skin 3. Others C. Acquired Traits 1. Personal Hygiene Habits 2. Attitudes and Mannerisms 3. Posture 4. Others	Define "grooming".	Define grooming as it pertains to the individual student.
	Identify one difference between hereditary factors and environmental factors which determine personal appearance.	Discuss with students the difference between hereditary factors and environmental factors. Put a list of characteristics on the board. Have the students try to decide which are inherited and which are acquired.
	Identify some rules to follow in care of the hair, skin, teeth, and nails.	Write an essay about cleanliness and its importance to health. Have students keep a personal log of daily hygiene habits and compare it with a master list. Have them write an essay on areas in which they improved. Make a "fresh as a daisy" bulletin board which would include a mirror in the center surrounded by statements about good grooming in the shape of petals.
	Define the role played by emotions in appearance.	Discuss how and why the skin reacts to emotional feelings. Then give students a list of stimulus situations and have them write the response (example: The sound of nails scratching a chalkboard--chills).
	Identify ways in which physical fitness improves appearance.	Invite physical education instructor or school nurse to demonstrate exercises designed to improve posture and appearance.

REFERENCES	EVALUATION
Film Your Hair and Scalp, #02242A, Instructional Media Center Future Homemakers of America, Distributive Education (This is available from your feeder high school). Current fashion magazine	Have each student prepare a personal portfolio which will include fashions and hair styles designed to enhance own body build and life-style. Include appropriate fashions for various occasions. Teacher will evaluate student on appropriateness of content and neatness and quality of work.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
I. Emotions affect our behavior; how others react and relate to us. A. How we act when: 1. We are happy 2. We are sad 3. We are angry 4. Others are happy 5. Others are angry B. Feelings affect our thinking; thinking affects our feelings: 1. Thoughts about ourselves influence our feelings and our self-image 2. Feelings toward others influence what we think about them, e.g., prejudices, antagonisms, etc. 3. Negative emotions (anger, fear, rage, worry, etc.) cause difficulty in thinking and interfere with our ability to learn. C. Feelings affect our physical condition and our physical condition affects our feelings. 1. Strong emotion can alter normal body functions such as: pulse rate, respiration, blood pressure, muscle tension, digestion, skin and sweat gland activity. 2. Undue stress caused by illness, lack of rest, or poor nutrition can cause irritability affecting our ability to control feelings. 3. Use of medicines can change our physical condition and affect the way we feel.	Recognize the significance of emotions on our behavior.	Discuss what makes us feel happy, sad, angry, or fearful, and what we do as a result of these feelings. Then relate these feelings to behavior. Have students list things they do better when they are happy. Share stories and poems which create different moods. Ask the school nurse or other competent resource persons to visit the classroom to explain how emotions affect body functions and vice versa. Discuss the use of computers to record pulse rate and blood pressure of astronauts during space travel. Discuss why it is helpful to talk things over when we feel angry, sad, or upset and investigate the effects of strong and/or persistent emotional states upon the systems such as the endocrine, digestive, or respiratory.

REFERENCES	EVALUATION
Food and Drug Administration, 5600 Fishers Lain, Rockville, Maryland American Cancer Society, 3949 Chain Bridge Road, Fairfax, Virginia 22030 Potomac Lung Association, 9735 Main Street, Fairfax, Virginia 22030 Alcoholics Anonymous, General Information Headquarters, 2601 Calvert Street, N. W., Washington, D. C. Books Health Text, Laidlaw Health Text, Scott-Foresman, 1962 Drugs, Time Life Books	Each child will write a fictional story book about a child who needs to take medicine for an illness. Evaluation will be based upon how the fictional character used the medicine, and on clarity of thought and neatness.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
D. Knowledge about our emotions helps us develop: 1. An understanding of why we behave as we do 2. An understanding of the behavior of others 3. An ability to express feelings honestly and appropriately 4. A sense of self-worth; an acceptance of ourselves and others 5. Constructive ways of relating to others 6. Realistic and positive means of dealing with problems (a) Making a distinction between real and unreal problems (b) Solving problems through a number of possible approaches (c) Seeking help, advice, and/or reassurance when needed E. Emotional maturity is an achievement. It involves: 1. Understanding our feelings 2. Liking and accepting ourselves and others 3. Channeling behavior into productive, beneficial activities 4. Satisfying personal needs in socially acceptable ways 5. Considering the physical and emotional needs of others 6. Recognizing our strengths and weaknesses		

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
7. Facing day-to-day problems realistically		
II. Medicines can be helpful or harmful A. Man has used medicines for thousands of years 1. Early use of medicine as associated with magic 2. Some drugs used in early days are now used in refined form, e.g., curare, digitalis, quinine (a) Medicine derived directly from natural sources (b) Substance found, usually by trial and error, to provide physical relief and/or hasten recovery	Recognize that medicines can be either helpful or harmful.	Collect information on early ideas about medicine, especially in relation to magic. Develop reports on the discovery and early uses of such medicines as penicillin, digitalis, and curare. Cut out, bring to school, and make scrapbooks or a bulletin board of medicine advertisements illustrating exaggerated claims.
B. Properly used, many medicines are of great value to mankind 1. Greater control of communicable diseases 2. Destruction of micro-organisms 3. Aid in regaining good health (a) Drop in mortality rate since 1900 (b) Purer, more effective medicines (FDA standards to be met)		Dramatize medicine commericals, emphasizing extravagant claims or dangers of improper use. Discuss the meaning of various terms used. Role-play situations as doctors, nurses, or parents administering medicines, showing why proper attention to dosage, precautions, and means of administering are vitally important.
C. Improperly used, medicines can damage the individual and interfere with his/her success in life. We should 1. Carefully follow directions with all prescribed medicines 2. Use "over the counter" medicines wisely 3. Handle medicines properly	Relate the need for careful handling of prescription medication in the home.	Discuss the origin of the word "prescription." Have children identify the meaning of the prefix "pre" and the meaning of the word "script." Relate the importance of the definition "written before" to the role of the patient-doctor-druggist. Invite a pharmacist to speak to your class. Have a creative writing lesson about a bottle of prescription medicine which becomes personified and tells its own story of its abuse over a given period of time.

REFERENCES	EVALUATION

106

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
(a) Keep medicines out of reach of very young children (b) Make sure each container is properly labeled (c) Safely discard medications that have lost their effectiveness or are no longer needed (d) Refuse medicines offered by peers or other unqualified persons		Have class make posters that illustrate the student's responsibility when using medicines. Have pharmacist or physician explain how medicine is prescribed and dispersed.
D. Advertisements affect our attitude toward medicines 1. Create the need to distinguish between sensible and exaggerated claims 2. Contribute toward "pill taking" answer to problems 3. Increase dissatisfaction with harder, though more realistic, ways of handling stress and anxiety 4. Encourage the development of reliance upon instant relief or instant gratification through chemical means.		Investigate research by companies and by individuals for new medication, cure of diseases. Discuss the proper storage of medicines, length of time medicines should be kept.
III. Effects of tobacco and alcohol on body systems	Identify the effects of tobacco, and alcohol on the body systems.	Make a collage of cigarette and alcohol advertisements. Discuss the effects of alcohol and tobacco on body systems. Diagram and trace the path of alcohol as it goes through the body.

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Do an experiment showing the effects of tobacco on the lungs (Leidhaw Science Series).
Drug-Related Diseases	Identify diseases that are related to drug, alcohol, and tobacco abuse.	Have a group of students keep a scrapbook of news articles they have read that relate to drugs, alcohol, and tobacco. Request a speaker from Alconolics Anonymous to speak to the class. Write to the American Cancer Society for educational literature about cancer and smoking.

REFERENCES	EVALUATION

110

SKELETAL SYSTEM
MODEL I
Level 5

Health Education 4-6
Section C
September 3, 1974

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
Skeletal System A. Definition B. Function 1. Shapes 2. Supports 3. Protects C. Main Bones 1. Head 2. Thorax 3. Limbs D. Types of Bones 1. Long 2. Short 3. Flat 4. Irregular E. How Bones Fit Together 1. Joints 2. Ligaments F. Structure of Bones 1. Outer 2. Internal 3. Marrow	Name the main parts of the skeletal system and define their functions. Name, define and give the functions of the four major types of bones.	Have students watch film The Skeleton, #00891, Instructional Media Center. Have students make popsicle sculptures using brass brads to hold the sticks together. Next let students use own ideas to make a method of movement for the puppet. Have students view film The Human Machine, #00514, Instructional Media Center. Have students name the four kinds of bones in the human body. Discuss nutrients needed for development of strong bones. Have students take a field trip to the Hall of Health, Museum of History and Technology, 12th and Constitution Avenue, Washington, D. C. View a cross section of a bone under the miscroscope.

REFERENCES	EVALUATION
Books The Body, Life Science Library Growth, Life Science Library Today's Basic Science, Harper and Row About Yourself, Scott Foresman Reader's Digest, "I Am Joe's Spine," March 1971, and "I Am Joe's Foot," September 1970. Films The Human Machine, #00514, Instructional Media Center The Skeleton, #00891, Instructional Media Center Hall of Health, Museum of History and Technology, 12th and Constitution Avenue, N. W., Washington, D. C.	Teacher evaluation of students knowledge of the skeletal system: - Students write composition on the function of the skeletal system - Students assemble and label a skeletal system puzzle. Submit completed puzzle for evaluation.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
Muscular System A. Definition B. Function C. Kinds 1. Voluntary 2. Involuntary D. Types 1. Striated 2. Smooth 3. Cardiac	Define the components of the muscular system.	Show students a moveable cardboard skeleton. Point out the "bone parts" and show how these parts could not move by themselves. Discuss how muscles work in pairs. Have a student research Adreas Versalius and give a report. Name the two kinds of muscles and explain the difference, giving an example of each. Have students research and name the three kinds of muscle tissue and tell places in the body where each one may be found. Place a thin beef fiber on a slide with a drop of water. Place cover slip over it and view under microscope. Have a panel discussion on the relationship of physical education to muscle building.

REFERENCES	EVALUATION
Books Growth, Life Science Library The Body, Life Science Library Food and Nutrition Today's Basic Science, Harper and Row About Yourself, Scott Foresman Going on Five, Scott Foresman Hall of Health, Museum of History and Technology, 12th and Constitution Avenue, N. W., Washington, D. C. ESS Kit, Small Things	Teacher evaluation of students' knowledge of the muscular system: - Teacher makes a listening center containing short-answer questions that ask for specific information on the muscular system. After students finish answering taped questions they will turn them in for evaluation. - Student makes a small illustrated chart that shows the major muscles. Students then check their charts against a master diagram.

SKELETAL - MUSCULAR RELATIONSHIP
MODEL I
Level 5

Health Education 4-6
Section C
September 3, 1974

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
I. Musculoskeletal System A. Basic Elements 1. Bones 2. Muscles (a) Flexor (b) Extensor 3. Connective Tissue (a) Ligaments (b) Tendons B. Functions 1. Support 2. Shield Internal Organs 3. Make Body Mobile C. Injuries 1. Strains 2. Sprains 3. Separations 4. Dislocations II. Skeletal-Muscular Interrelationship With Other Body Systems	Describe the interrelationship of the skeletal-muscular system. Describe how muscles move bones.	Discuss the relationship between the skeletal and muscular systems necessary for body movement. Use anatomical charts to aid this discussion. Show picture from The Body, Life Science Library. List the basic elements of skeletal-muscular and given their functions. Discuss how bones, joints, and connective tissue provide protection for internal organs. Make a comparative drawing showing muscles at work versus a rope pulling a lever. Discuss how the bones need muscle to move and that characteristic of the muscle makes this movement possible. Have students do an experiment to show the flexor and extensor muscles at work by pulling one finger down hard and then very slowly straightening it. Use a moveable cardboard skeleton to point out the "bone parts" and show how these parts could not move by themselves. Have students draw muscles on a pre-made picture of the skeletal system, and tell whether they are voluntary or involuntary. Explain how they can tell. Have students make popsicle sculptures using brass brads to hold the sticks

REFERENCES	EVALUATION
Books The Body, Life Science Library About Yourself, Scott Foresman Today's Basic Science, Harper and Row Hall of Health, Museum of History and Technology, 12th and Constitution Avenue, N. W., Washington, D. C.	Give each student a diagram of two jointed bones, have them indicate where muscles are needed to move the bones. Evaluate on the basis of accuracy. Have students identify some injuries to the musculo-skeletal system and list the treatment for each injury. Evaluate on the bases of accuracy.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		together. Next let students use own ideas to make a method of movement for the puppet. Teacher demonstrate with a student that when the arm bends in lifting something the biceps contracts and the triceps relaxes. When the object is put down, the opposite action occurs. The triceps contracts and the biceps relaxes. Then have the rest of the students pick up a book and feel the muscles in upper arms, front and back.
	Compare and contrast the difference between ligaments and tendons.	Have students compare and contrast ligaments and tendons. Have students experiment to see tendons at work by moving their fingers up and down as though playing a piano. Have them watch the tendons raise their fingers then trace the tendons through the wrist to the forearm where the muscles that pull them are located. Have students read the story of Achilles, the Greek hero, discuss the importance of the Achilles tendon, then have them trace their Achilles tendon.
	Identify some injuries to the musculoskeletal system and treatment for each. Relate the function of the skeletal and muscular systems to total health.	Discuss some injuries to the musculoskeletal system and treatment for each. Take students on a field trip to the Hall of Health, Museum of History and Technology, 12th and Constitution Avenue, N. W., Washington, D. C.

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Discuss why muscular action is essential for respiration, circulation, digestion, and elimination. Have students research, experiment and discuss the effects of good posture upon digestion, breathing, sensory organs and appearance. Have students write a composition and explain the statement "The nerves in the sense organs tell us what is going on in the world around us while the nerves going to the muscles and organs of the body let us know what to do and how to adjust to our environment."

REFERENCES	EVALUATION

120

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
Digestive System A. Definition B. Parts 1. Alimentary canal (a) Mouth (b) Esophagus (c) Stomach (d) Intestines (1) Small (2) Large C. Glands 1. Salivary 2. Liver 3. Pancreas D. Absorption	Identify the parts and explain the functions of the digestive system.	Show and discuss film The Digestive System, #00320, Instructional Media Center. Divide students into two groups. Have one group write a story about digestion and tape it. Have the other group make illustrations to go along with the tape. Have a puppet show. Make the puppets to represent various parts of the digestive system. Let the puppets tell now important they are to the body and why. Have students research Dr. William Beaumont's "open window" experiments and Abbe Lazaro Spallazani's experiment with linen bags.
	Identify the importance of teeth in the digestive process.	Describe the four types of teeth and relate how they function within the digestive process. View film Teeth Are For Chewing, #03403, Instructional Media Center. Have students perform an experiment to show the importance of chewing by placing two lumps of sugar, one crushed and one whole, each in a separate container of water. Stir each slowly. Have students write their observations and relate this to the process of digestion.
	Identify the importance of glands in the digestive process.	Have students research Rene de Reamur and then explain the statement "The stomach is a chemical factory."

REFERENCES

Films

The Digestive System, #00320, Instructional Media Center
Exploring Your Growth, #00379, Instructional Media Center

Books

The Body, Life Science Library
The Body, #818-1, "The Digestive System," Instructor Products Company, Paoli, Pennsylvania 19301
Growth, Life Science Library
The Teeth and Eating, Understanding Your Body, Series 1, Encyclopaedia Britannica Corporation
Food and Nutrition, Life Science Library
Reader's Digest, "I Am Joe's Stomach," May 1968, "I Am Joe's Kidney," May 1970.
About Yourself, Scott Foresman
About All of Us, Scott Foresman

Invisible Woman Exhibit, Hall of Health, Museum of History and Technology, 12th and Constitution Avenue, N. W., Washington, D. C.

EVALUATION

As a student-assisted evaluation have each student write one question that pertains to the digestive system. Compile the questions into one large objective test for the classroom. After taking the test, each student will correct own question on each of the tests.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Have students locate on a chart the pancreas and the liver. Demonstrate the importance of saliva in the digestive process by putting some iodine on a soda cracker. The cracker turns blue, indicating that it contains starch. Now ask a student to chew a soda cracker thoroughly. Take the chewed cracker and test for starch. It does not turn blue. The digestion in the mouth has turned the starch to sugar. Have students write their observations and relate them to the digestive process.
123	Explain process by which digested food passes into the blood.	Discuss the difference between digestion and absorption. Have students use opaque projector to show pictures on pages 92-95, Food and Nutrition (shows detailed study of villi), and page 91, The Body (shows villi passing nutrients to blood vessels). Both books are from Life Science Library.

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
Excretory System A. Definition B. Organs 1. Lungs 2. Skin 3. Large Intestine 4. Kidneys C. Diseases	List the organs of excretion and the wastes excreted by each organ.	Divide students into three groups. Have each group trace either oxygen, a solid food, or a liquid through the body until it is eliminated. Take students on a field trip to see the Invisible Woman exhibit, Hall of Health, Museum of History and Technology, 12th and Constitution Avenue, N. W., Washington, D. C. Have students explain the relationship between the excretion of oxygen by plants and carbon dioxide by humans. Discuss why it is important to drink lots of liquids. Diagram and label the excretory system. Identify whether the waste it eliminates is liquid or solid.
	Identify some diseases of the excretory system and their remedies.	Use opaque projector to show pictures from The Body, Life Science Library. Research kidney transplants and medical treatment of kidney diseases. Take students on a field trip to the Hall of Health, Museum of History and Technology, 12th and Constitution Avenue, N. W., Washington, D. C.

REFERENCES	EVALUATION

Films

The Digestive System, #00320, Instructional Media Center
Exploring Your Growth, #00379, Instructional Media Center

Books

The Teeth and Eating, Understanding Your Body Series, Encyclopaedia Britannica Corporation
The Body, #818-1, "The Digestive System," Instructor Products, Company, Paoli, Pennsylvania 19301
The Body, Life Science Library
Food and Nutrition, Life Science Library
Growth, Life Science Library
Reader's Digest, "I Am Joe's Stomach," May 1968, "I Am Joe's Kidney," May 1970
About Yourself, Scott Foresman
About All of Us, Scott Foresman

Hall of Health, Museum of History and Technology, 12th and Constitution Avenue, N. W., Washington, D. C.

Give students a test which would include:

(a) a labeled diagram of the excretory system
(b) identification of at least one disease of the excretory system and the remedy
(c) the organs of excretion and the wastes excreted by each organ

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
I. Sanitation A. Definition B. Treatment Plant II. Waste A. Garbage 1. Landfill 2. Dump 3. Recycling B. Industrial 1. Wastes 2. Diseases C. Sewage 1. Liquid 2. Solid D. Rubbish III. Community Health Department IV. Personal Responsibility	Define sanitation and identify the role of a sanitation plant in pollution control. Identify some solid wastes that present a pollution problem.	Have students debate how people use streams, lakes, and oceans to dispose of garbage, sewage, and industrial wastes and how this has killed aquatic life and made the waters unfit for use and a hazard to health. Take a field trip to a local water and sewage treatment plant. Have students keep a diary over a period of time noting pollution they see or experience. Follow up with a discussion of why these things exist and how they can be stopped. Discuss functions of sanitation plant and its importance in prevention of pollution. Discuss and list some solid wastes, ways in which these wastes are handled, pollution problems created, and possible solutions for these problems. Have each student develop a vocabulary list of words on environmental sanitation. Whenever possible, include these words in spelling tests or written assignments. Have students take chicken wire and form a bug or animal. Put litter inside the wire and pin to bulletin board. Have students use opaque projector to show picture on pages 598, 599 World Book, year book 1972, which shows waste recycling and air pollution control devices.

REFERENCES	EVALUATION
Books Health and Disease, Life Science Library The World Book, yearbook 1966 The World Book, yearbook 1972 About All of Us, Scott Foresman U. S. Department of Agriculture, Forest Service, Washington, D. C. U. S. Department of the Interior, Soil Conservation Service, Washington, D. C. U. S. Department of Agriculture, Soil Conservation Service, Washington, D. C. U. S. Department of the Interior, Bureau of Reclamation, Washington, D. C. U. S. Department of Health, Education, and Welfare, Public Health Service, Washington, D. C. Country Beautiful Foundation, Waukesha, Wisconsin National Wildlife Federation, 1412 - 16 Street, N. W., Washington, D. C. Booklet on bounties, and "Conservation Clubs for Juniors" and "Conservation News." Conservation Education Association, Eastern Montana College of Education, Billings, Montana The Conservation Foundation, 30 East 40 Street, N. Y., N. Y., 10016 National Audubon Society, 1130 Fifth Avenue, N. Y., N. Y., 10028	Give students a list of waste products and have them tell how the waste product should be disposed of. Evaluate on the basis of accuracy and reasoning.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
	Identify the effects of pollution upon health.	Research diseases that are caused by or made more severe by various forms of pollution. Use opaque projector to show pictures on pages 85, 97. Health and Disease, Life Science Library, which show how emphysema affects the heart and lungs. Research the effects of man-made pollution on animal conservation. Discuss and research natural disasters and how they create pollution for man. Read and discuss article "Polluted America," The World Book, year book, 1966. Compare and contrast pollution problems in Fairfax County with problems in other parts of the world.
	Identify some ways in which local, state, and federal agencies set health standards.	Have students research and report on local community laws pertaining to open burning, trash collection and health control. Write The Environmental Protection Agency to request a guest speaker to explain the duties of that agency. Have students research some of the new environmental protection laws to see how they help protect us. Discuss air pollution warnings and how they are designed to help the urban pollution.

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Invite a speaker from the community health department to speak its services.
	Recognize personal responsibility in environmental sanitation.	Have students choose a long-range project in which each class member can participate in improving the community's environment.

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
Pollution A. Causes 1. Air 2. Water 3. Soil 4. Solid waste B. Effects C. Protection from: 1. Individual efforts 2. Government efforts	List some causes of pollution.	Invite a representative from the State Health Department to talk to the class about pollution and what the department is trying to do about it. Have each student prepare a pollutant box by putting white tissue in the bottom of a small box. Place the boxes in various places throughout school and home. Prepare a chart showing location of boxes. Keep a daily location of boxes of dirt found in boxes. At end of week have students discuss the total amount of pollution found in all the boxes and relate their findings to lungs, eyes, etc. Have students choose one major cause of water pollution and write a report; read reports to class and discuss. Have students bring in samples of water from various places and label the containers. Using an eye dropper, place a drop of each sample on different glass slides. Cover each one with a cover slide. Have students look through a microscope at the slides and record what they see. Have students experiment to prove soil erosion is a cause of pollution. Take a wooden box, remove one end and put wire screening in its place. Make a funnel-shaped path with aluminum foil and fasten it to the screened end. Put soil in the box. Place the box on a slant. Place a pan at the open end of the box.

REFERENCES

Books

About All of Us, Scott Foresman
The World Book, "Polluted America," yearbook 1966, 1972
Health and Disease, Life Science Library

New York City's Air Pollution Control Department, New York, New York
U. S. Public Health Service, Washington, D. C.
U. S. Department of the Interior, Fish, and Wildlife Service, Washington, D. C.
Sierra Club, 1050 Mills Tower, San Francisco, California
Clean Water, Washington, D. C.

EVALUATION

As a continuing evaluation have each student responsible for an ongoing environmental project to be worked on either at home or school; it should be periodiocally evaluated by both the students and the teacher.

To evaluate students' knowledge, have each class member write on the following: "How can pollution hurt me?"

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Sprinkle enough water over the soil so that the water will run down the aluminum path, through the screening and into the receptacle. Measure the amount of soil that is in the water. Have students explain what is meant by solid wastes and give examples of solid wastes that pollute our environment. Have students experiment with different noises and discuss effects on their bodies. Name some effects of pollution on man's overall health.
	Identify how man's irresponsibility with elements of the environment can negatively affect others.	Have students separate into groups; each group will write and present a skit that shows how one person's irresponsibility with the environment can affect a group of people. Take a field trip to Rossevelt Island and see the effects humans are having on the environment. Identify ways in which humans are trying to protect the environment.
	Identify some individual and governmental efforts to control environmental pollution.	Have student research some of the new environmental protection laws to see how they help protect us. Have students research and report on people who have made an effort to help man live within the environment.

REFERENCES	EVALUATION

SAFETY - PREVENTIVE MEASURES AND FIRST AID
MODEL III
Level 5

Health Education 4-6
Section C
September 3, 1974

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
Safety A. Hazards 1. Causes 2. Prevention B. Procedures 1. Fire Alaram 2. First Aid C. Pedestrian	Identify several potential hazardous situations in daily living and a preventative measure for each.	Show film Safety In The Home, #02638, Instructional Media Center. Make a list of safety hazards in the home and tell how these can be rectified. Write composition on responsibility in prevention of accidents.
	Identify the most important first aid procedures to follow in case of an accident.	Make a list of general first aid procedures to follow if an accident occurs in a play area. Discuss the contents of a first aid kit, pointing out the necessity for each item.
	State the proper use and dangers involved in the abuse of fire alarm boxes.	Discuss proper use of fire alarm boxes and the dangers involved in their abuse.
	List five safety precautions to be taken by pedestrians.	Conduct a cartoon contest which shows correct procedures to follow for pedestrian safety.

REFERENCES	EVALUATION
Film Safety in the Home, #02638, Instructional Media Center Book Virginia Health Bulletin, "Safety in the Home," Volume 24, Series 2, Number 4, March 1972 Fairfax County Police School Safety Program	Teacher evaluation of students' knowledge of safety: - Students conduct a safety workshop in a primary classroom. Evaluation is based upon the teacher's observation of how well students convey their safety knowledge to the primary students. - Give students pictures of hazardous situations and have them in panel discussions correct the situations. Evaluation is based on how thoroughly the panel corrects the situation.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
Consumer Health A. Structure of the marketplace 1. Producer 2. Wholesaler 3. Retailer 4. Consumer	Identify producer, wholesaler, retailer, and consumer.	Have students define "producer," "wholesalers," "retailer," and "consumer." Have students make a production line, like a time line, on a long strip of paper, illustrating the travel of food from the farm to the consumer's table.
B. Advertising effects	Identify the effects of advertising on the economy.	Discuss and make a list of ways in which a consumer may be influenced to buy products or obtain services based on psychological and technological factors. Have students bring in pictures to illustrate each one. Construct a bulletin board showing the various methods of advertising. Discuss the role of advertising in the election of state and federal representatives. Discuss what the localcommunity might be like if advertisements did not exist. Make a chart showing when, where, and why advertising is very important.
C. Consumer protection 1. Standards of advertising 2. Labeling practices	Identify why we have consumer laws to protect the buyer.	Write to the National Bureau of Standards, Connecticut Avenue, N. W., Washington, D. C., and ask for information about standards of advertising. Have students discuss deceptive practices in the marketplace, reasons why persons are easily duped by misrepresentation of products and services, and the ethical responsibility of advertisers.

REFERENCES	EVALUATION
Values In Advertising, Creative Teaching Unit, Scholastic Magazines and Book Services, 50 West 44 Street, New York, New York 10036 National Bureau of Standards, Connecticut Avenue, N. W., Washington, D. C. (ask for information about standards of advertising) Virginia Better Business Bureau (guest speaker) Federal Food and Drug Administration, Washington, D. C. Department of Agriculture, Washington, D. C. Federal Trade Commission, Washington, D. C. Books The Hidden Persuaders, Vance Packard Free Enterprise System, A Guide for Elementary Classroom Teachers K-7, State Department of Education, Richmond, Virginia 23216	Have students create an advertisement for any media for a new product. Evaluate on the basis of effectiveness, and truth in advertisement.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
	Explain why labels must list all contents of a product.	Have students write a composition explaining why they feel it important for labels to list chemicals added to food. Have students study the labels on patent medicines to find how the manufacturers protect the consumer, and discuss the role of the pharmacist in helping the consumer select the correct patent medicine.

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
I. Understanding Development of Self A. Mental B. Physical C. Emotional D. Social II. Heredity A. Inherited characteristics B. Acquired traits III. Interpersonal relationships A. Family B. Peer groups C. Community	Recognize how changes in physical growth and personality affect relationships with others.	Have students write an essay explaining the differences between acquired traits and inherited characteristics and the implications of each to their daily living. Have students list all the habits they have that they would like to change. Then have them select one to work on for self-improvement. Identify some physical and emotional factors that affect mental health. Discuss "self" in relationship to the way one sees self, the way others see one, and the way one really is. Identify four positive personality traits and their importance to interpersonal relationships. Have students view film Behavior, #00922, Instructional Media Center. Show students pictures of problem situations and have them tell or write what they would do to correct the problems. Read to class Hans Christian Anderson's "The Ugly Duckling." Discuss the duck's feeling when he was rejected by the others and his search for happiness. Have students use opaque projector to show pictures from Growth, Life Science Library.

REFERENCES	EVALUATION
Films Behavior, #00922, Instructional Media Center Life of a Philippine Family, #00595, Instructional Media Center The Golden Fish, #00453, Instructional Media Center Book Growth, Life Science Library	Have students make two lists, one indicating acquired traits and one indicating inherited traits. Evaluation is based upon accuracy of content.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Divide students into four groups depending upon their status in family--(1) oldest, (2) youngest, (3) middle child, (4) only child. Each group will discuss and record the advantages and disadvantages of their each one's particular role. One student from each group will report to class.

REFERENCES	EVALUATION

146

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
Rest and Relaxation A. Work	Identify the difference between work, relaxation, and rest.	Discuss the difference between relaxing and just "sitting around."
B. Relaxation		Discuss waste products buried up in the body build fatigue. Show how rest clears out these waste products from the cells.
C. Rest 1. Sleep 2. Passive activities		Research the statistics of people stricken with heart attacks as the results of their occupational pressures.
D. Fatigue 1. Physical 2. Mental	Identify ways in which rest may be obtained.	Discuss the following sources of rest, which may be equally beneficial: (a) sleeping (b) lying down, sitting quietly, reading, or listening to the radio. Discuss the value of having a hobby. Discuss that all of the following contribute to comfortable, beneficial sleep: ventilated room; film mattress; quiet; appropriate bedclothes; quiet activity before bedtime; avoidance of heavy eating; strenuous activity; establishing a regular sleeping pattern.
	Identify ways in which rest benefits the body.	Discuss how the body repairs itself by slowing all systems down. Explain to students that exercise relieves tension fatigue. If you are too tired to go to sleep, exercise a little bit.
	Identify difference between mental and physical fatigue.	Discuss that fatigue is the lessening or loss of one's power to respond to stimuli.

REFERENCES	EVALUATION
	Have students identify three types of work, rest, and relaxation. Evaluate on the basis of accuracy. Observe students during free time to evaluate student use of relaxation time.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Discuss how fatigue can be overcome. Invite the physical education teacher to come and discuss how maintaining physical fitness is interrelated with one's mental fitness.

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
I. Each person must take responsibility for maintaining and safeguarding own health. A. Good health includes both mental (emotional) and physical well-being B. Good health, or the lack of it, has effects and consequences upon 1. Physical and emotional growth 2. Academic and mental development 3. Family conditions 4. Financial demands 5. Social development 6. Peer relationships 7. Community services C. Unpleasant moods or negative feelings (anger, jealousy, resentment, rage, fear, worry, etc.) can produce stress, anxiety, and physical discomfort. Constructive ways of dealing with them include: 1. Talking out feelings 2. Enjoying the companionship of friends 3. Entering into vigorous sports and/or exercise 4. Changing to an enjoyable activity 5. Changing, where possible, conditions producing upset feelings	Recognize the responsibility of each individual in the maintenance of good health.	Discuss qualities pupils like in friends and ways in which these qualities may be developed. Write stories about experiences it is more fun to share with friends than to do alone. Talk about the underlying reasons for quarrels and how they can be settled without fighting; what the differences are between arguing in anger and expressing an opinion. Discuss the need for authority and advice in growing up; how rules help people live together pleasantly and safely. Discuss the help other people besides our family give us, such as policemen, doctors teachers, nurses, clergymen, friends, etc. List on the board positive and socially acceptable ways of changing or relieving unpleasant feelings. Why are these ways better than using a chemical agent? On 3"x 5"index cards have students write a hypothetical problem. Collect cards and have a group discussion on possible solutions. List and discuss individual qualities that lead to successful group associations.

REFERENCES	EVALUATION
Drug Education Curriculum Guide, K-12, Fairfax County Public Schools, 1971 ed. Health Education, Grades K-7, State Department of Education Books Going on Ten, Scott Foresman About Yourself, Scott Foresman About All of Us, Scott Foresman Drugs, Life Science Library, Time Incorporated, New York The Mind, Life Science Library, Time Incorporated, New York Health and Disease, Life Science Library, Time Incorporated, New York National Institute of Alcohol Abuse National Institute of Mental Health, 5454 Wisconsin Avenue, Chevy Chase, Maryland Food and Drug Administration, 2221 Jefferson Davis Highway, Arlington, Virginia	After viewing The Drug Scene, #03407, Instructional Media Center, have students write an essay on "Why Not Drugs?" Evaluate on the basis of student reasoning. Have students role-play realistic peer-pressure situations. Evaluate on the basis of student carry-over in actual peer situations.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
6. Changing attitude or frame of mind 7. Getting enough sleep and rest each day 8. Seeking help and guidance when needed from trained persons, e.g., physicians, nurses, clergymen, social workers, counselors, etc. D. Artificial ways of altering moods include the use of certain chemicals or drugs. These may 1. Have unpredictable effects 2. Mask symptoms of more serious problems 3. Become habit-forming	Recognize the individuals' responsibility for making decisions.	Show BFA filmloop You've Got a Problem Series. List the ways that friends affect decisions. Discuss "I am free to do my own thing", follow up with the question "When does an individual's rights end and group rights begin?" List, on the board, positive and socially acceptable ways of changing or relieving unpleasant feelings. Follow up with a discussion of why these ways are better than using a chemical agent. Show film The Merry-Go-Round Horse, #03179, Instructional Media Center. Show film Meeting Strangers, Red Light Green Light, Fairfax County Police Department. Pose to students hypothetical situations dealing with school problems. Have students use positive responses for solving the problem. Identify drugs of abuse and have students research, individually or in groups, and report on any of the following topics: - Hallucinogens - Opiates - Barbiturates - Amphetamines - Marijuana - Volatile substances - Alcohol

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Have panel discussion on some reasons for drug abuse. Show film Narcotics - The Inside Story, #03003, Instructional Media Center.
II. Cells are the basic unit of life. They carry out life and maintain growth by forming into tissues, organs, and systems. A. The systems carrying out life processes in humans are 1. Respiratory 2. Digestive 3. Circulatory 4. Excretory 5. Muscular-skeletal 6. Endocrine 7. Nervous 8. Reproductive B. Our body systems are all interdependent and interrelated. Every substance taken into the body enters into the complex functioning of the body 1. Included are nonfood household substances as (a) Volatile chemicals, e.g., airplane glue, gasoline, cleaning fluids (b) Insect poisons (c) Medicines, and drugs, e.g., diet pills, aspirin, sleeping pills, laxatives.	Show a knowledge of the interrelationship of the body systems and how they are affected by chemical substances.	Form small groups to research different body systems and organize the material for class presentation. Use models or diagrams of the body's systems showing how nonfood substances reach organs such as heart, brain, kidneys and liver. Have students prepare a diagram of the blood stream, showing how substances entering the body by any means are carried throughout the body. Make a chart listing modern medicines and their uses. Investigate and discuss how different medicines were discovered or developed, e.g. penicillin, insulin, Salk vaccine. Encourage students to collect advertisements concerning health cures and treatments, and evaluate them, reporting conclusions to the class. Make illustrated booklets containing information on medicine research today and in the past; articles, pictures, diagrams, and charts about medicines and their uses.

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
2. Means of entering the body may be by (a) Swallowing (b) Inhaling fumes (c) Skin absorption 3. Toxins carried to vital organs by the blood produce serious and often permanent damage to many parts of the body, including: brain, heart, liver, kidneys, and bone marrow.		Collect articles from newspapers and magazines telling of people who have misused medicines or drugs, discuss consequences. Identify some warnings concerning dangerous nonfood substances commonly found in the home. Tape and put in a listening center pertinent facts about different drugs.
C. When properly cared for, the body systems function well, resulting in healthy, sound living. Medicines can help us lead longer and healthier lives when used with care and on a doctor's advice. 1. Examples of medicines contributing to our well-being: (a) Antibiotics and sulfas--fight disease and infection (b) Insulin--treatment of diabetes (c) Antiseptics--prevent infection (d) Analgesics--relief of pain (e) Antihistamines--relief of allergic reactions		
III. Many public agencies--federal, state, and local--are concerned with assisting us in keeping well.	Identify some public agencies and their areas of responsibility.	Plan a visit to the classroom by a pharmacist to discuss uses and misuses of medicines.

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
Areas of responsibility 1. Food and Drug Administration (federal agency) sets standards and inspects both patent and prescription medicines for purity, efficacy, and safety. Labels on medicine containers must give information regarding; (a) Name and description (b) Recommended dosage (c) Directions for administering (d) Possible effects and side effects (e) Warnings -- e.g., habit-forming; conditions under which should not be taken 2. National Institute of Alcohol Abuse 3. National Institute of Mental Health 4. Local agency: Fairfax Drug Abuse Control, Crossroads offers a walk-in clinic, group counseling, and urine surveillance	Identify places to go for drug abuse help.	Discuss controls placed on the manufacture and sale of patent and prescription medicines, and the laws establishing these controls and how they are enforced. Collect empty containers of patent medicines to check labels for content, administration, warnings, effects and side effects, etc. (check against FDA labeling regulations). Write to the American Medical Association, 1776 K Street, N. W., Washington, D. C., for information on the correlation of smoking and heart disease. Graph this information. Call curriculum specialist for health and drug education, Division of Curriculum Services, Fairfax County Public Schools.

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
Circulatory System A. Definition B. Function C. Main parts 1. Heart 2. Blood vessels (a) Arteries (b) Veins (c) Capillaries 3. Blood (a) Red corpuscles (b) White corpuscles (c) Platelets (d) Plasma	Identify the main parts of the circulatory system and define their functions.	Have students research the circulatory system and list the main parts and their functions. Have a student or teacher bring in an old electrocardiogram obtained from a doctor and discuss its function. Show film Wonder Engine of the Body--The Human Heart, #00475 Instructional Media Center. Use a chart of the circulatory system to show students that the blood flows through two main paths.
D. Circulation 1. Routing 2. Blood pressure (a) Size of vessels (b) Pulse rate	Identify the kinds of blood vessels and define their functions.	Have students research veins and arteries and list how they are similar and different. Give students a mimeographed picture of the circulatory system. Have them use a red and blue crayon to color the veins one color and the arteries another. Ask them which one they think should be red and why.
E. Diseases		Have students research and report on the discoveries of Dr. William Harvey and Dr. Marcello Malpighi.
	Identify the components of the blood.	Have students write a letter to the Metropolitan Washington Blood Banks, 915 Nineteenth Street, N. W., Washington, D. C. 20006, for their booklet "What Everyone Should Know About Blood." Have students make a picture reel of the blood for a box TV or bulletin board.

REFERENCES

Films

Wonder Engine of the Body--The Human Heart, #00475, Instructional Media Center
Hemo, The Magnificant, Parts I and II, #00482, Instructional Media Center

Booklets

"What Everyone Should Know About Blood," Metropolitan Washington Blood Banks, 915 - 19 Street, N. W., Washington, D. C. 20006

Books

The Body, Life Science Library
Reader's Digest, "I Am Joe's Heart," April 1967.

Charts

"The Body," #818-2, "The Circulatory System," Instructor Corporation, Paoli, Pennsylvania 19301

EVALUATION

Give students a mimeographed picture of the circulatory system. Have students color the veins blue and the arteries red. Evaluation is based on accuracy.

Have each student write a biography on one of the following: red corpuscle, white corpuscle, platelet, plasma, or heart. Evaluation is based upon accuracy of information.

Give studentsa picture of the circulatory system, have them label the parts and tell their function. Evaluation is based on accuracy of information.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Have the bloodstream depicted as a river and the corpuscles and platelets as boats and rafts. Have them explain why they are using that particular symbolism. Examine a drop of blood under a microscope. Have students view film Hemo, The Magnificent, Parts I and II, #00482, Instructional Media Center or Bell Telephone Company.
	Identify the pulse and relate it to the blood pressure.	Have students learn the meaning of blood pressure and how it is measured. Have each student make a stethoscope from tightly rolled paper. Place one end of the paper to ear and the other end to another student's chest. Listen for the heartbeat. Have students explain why they think it sounds the way it does.
	List some things that can help prevent circulatory problems.	Discuss with students and have them list things that can help prevent circulatory problems. Have students discuss the possibility of inventions such as mechanical hearts small enough to plant inside the body. Have students report on leukemia, arteriosclerosis and high blood pressure.

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
Respiratory System A. Definition B. Function C. Main parts D. Respiration 1. Internal 2. External	Define respiration.	Have students write on chalkboard or chart any words associated with the respiratory system that they can think of. As the unit is studied, these may be added to and used for vocabulary/spelling, games, tests, etc. Ask students where respiration occurs. Have them research to find out what occurs in each place.
	Explain the difference between internal and external respiration.	Have a student explain to the class the difference between internal and external respiration. Have students define "respire." Discuss why we can see our breath on cold days. Give each student a balloon and a soda straw. Have students place one end of the straw in the balloon opening and the other in the mouth. Let them observe the expansion and contraction of the balloon as they breathe into it. Note that this is the same method the lungs use to expand and contract.
	Name and describe the functions of the respiratory organs.	Have students name, describe, and give functions of the respiratory organs. Request a guest speaker from Goddard or NASA to speak to the class on outer space life-support systems. Have students make a life-size outline of their bodies and draw in the respiratory system.

REFERENCES	EVALUATION
Charts "The Respiratory System," #818-5, Instructor Corporation, Paoli, Pennsylvania 19301 "The Respiratory System," Society for Visual Education, Incorporated, 1345 Diversey Parkway, Chicago, Illinois 60614 Books About Yourself, Scott Foresman The Body, Life Science Library Today's Basic Science, Grade 6, Harper and Row Health and Disease, Life Science Library Films Nose Structure and Function, #00716, Instructional Media Center Smithsonian Institution and National Geographic displays dealing with space travel and life-support systems Hall of Health, Museum of History and Technology, 12th and Constitution Avenue, N. W., Washington, D. C.	Give students an outline of the body and have them draw, label, and give the function of each respiratory organ. Evaluation is based upon accuracy. Have students make individual charts which illustrate both internal and external respiration. Evaluation will be based upon students' comparing their chart with a master chart.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
	Identify the role played by the diaphram and ribs in breathing.	Have students define the diaphrgam. Explain that when this muscle moves downward it causes the ribs to move upward and outward, and creates a partial vacuum in the lungs. The pressure outside the body is greater than the pressure in the lungs; therefore, the air is pushed into the body to fill this vacuum. The air enters the nose, goes down the throat through a tube called the trachea, and enters the lungs. Take a field trip to the Smithsonian Institution and/or the National Geographic to observe displays dealing with space travel and life-support systems. Have a panel discussion on the reason for the government demand on automobile manufacturers to incorporate anti-pollution devices in cars.

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
Nervous System A. Definition B. Main parts 1. Brain (a) Cerebrum (b) Cerebellum (c) Medulla 2. Spinal Cord 3. Nerves (a) Sensory (b) Central (c) Motor C. Reflexes 1. Natural 2. Conditioned	List the main parts of the nervous system and give their functions.	Have students write on chart any words they can think of associated with nervous system. These may be added to as the unit is studied and used for vocabulary/spelling games, tests, etc. Show film Fundamentals of the Nervous System, #02682, Instructional Media Center. Draw and label components of the nervous system. Take students on a field trip to see the Invisible Woman exhibit at the Hall of Health, Museum of History and Technology, 12th and Constitution Avenue, N. W., Washington, D. C. Discuss the effects of certain drugs on the nervous system. Show film Human Body, The Nervous System, #00513, Instructional Media Center. Discuss with students how the nerves serve as a communication system to reach the brain in order to determine thoughts and actions. Place a filmstrip on the nervous system in the listening center and have students make a tape to accompany it.
	Name and give functions of the three major regions of the brain.	Use an opaque projector to show pictures from The Mind, Life Science Library, "Exploring Inside the Brain."

REFERENCES

Films

Fundamentals of the Nervous System, #02682, Instructional Media Center
Human Body, #00513, Instructional Media Center

Books

The Mind, Life Science Library
The Body, Life Science Library
Growth, Life Science Library
Today's Basic Science, Harper and Row
About Yourself, Scott Foresman
Reader's Digest, "I Am Joe's Nervous System"
Life, November 26, 1971, "The Chemistry of Madness"

Filmstrip

"Sensing, Learning, Remembering, and Thinking," B. F. A. Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404 (recommended for purchase)

Invisible Woman, Hall of Health, Museum of History and Technology, 12th and Constitution Avenue, N. W., Washington, D. C.

EVALUATION

Have students list the parts of the nervous system and give their function.

Have students write and perform skits that show how the nerve cells work and how nerve impulses aid us. Evaluation will be based on teacher observation, accuracy of information given in the skit.

Have students write words pertaining to the nervous system on small slips of paper and put them in a paper bag. Then have the student take a slip from bag and give the meaning of the word and tell what he/she knows about it. Evaluation will be based on correct answers.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Have students draw and give functions of the major divisions of the brain, then explain how the brain is protected and nourished.
	State the importance of the spinal cord.	Have students describe and give functions of the spinal cord.
		Explain why people who sever or damage their spinal cord remain paralyzed.
	Name and describe the highly specialized cells that make up the nervous system.	Draw and label a nerve cell.
	Define ways in which nerve impulses aid us.	Discuss advertising in relation to stimulus-response conditioning.
	Differentiate between natural and conditioned reflexes.	Discuss the correlation between emotions and involuntary actions.
		Have students make a transparency showing the path a simple reflex takes.
		Have students research Ivan Petrovich Pavlov and tell about his experiments with conditioned reflexes.
		Design cartoons to depict voluntary and involuntary actions.
		Have students show filmstrips "Sensing, Learning, Remembering and Thinking," B.F.A. Educational Media, 2211 Michigan Avenue, Santa Monica, California 90404. (Highly recommended for purchase.)
		Analyze a habit; show how it developed; how it can be changed.

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
Cells A. Definition B. Function C. Structure 1. Membrane 2. Nucleus 3. Cytoplasm D. Kind 1. Plant 2. Animal E. Types 1. Nerve 2. Blood 3. Bone 4. Muscle F. Cellular Growth 1. Tissues 2. Organs 3. Body Systems (a) Interdependency	Describe the basic structure and function of a cell. Identify and describe four different types of cells.	View film What Is A Cell?, #02158, Instructional Media Center. Discuss with students that although cells differ among themselves their basic structure is the same. Have students use a microscope to look at different kinds of cells and draw what they see. Use an overhead projector to show structure of a cell. Have a group of students research and report on Anton van Leeuwenhoek's work with cells. Use ESS unit on "Small Things" to show cell structure. View film Life in a Drop of Water, #00587 Instructional Media Center. Have students make a transparency or chart showing food routes to the cell. Give students mimeographed picture of a cell and have them label the parts and give their function. View film World of Little Things, #01047, Instructional Media Center. Separate class into groups and have each group study and report on a different type of cell.

REFERENCES	EVALUATION
Films World of Little Things, #01047, Instructional Media Center What Is a Cell?, #02158, Instructional Media Center Life In a Drop of Water, #00587, Instructional Media Center Mitosis, #02678, Instructional Media Center What's Alive?, #01066, Instructional Media Center Books Food and Nutrition, Life Science Library Growth, Life Science Library The Body, Life Science Library A Guide to Science, and index, Life Science Library Reader's Digest, books containing articles about "I Am Joe's ..." About All of Us, Scott Foresman Evolution, Life Science Library About Yourself, Life Science Library How Your Body Uses Food, National Dairy Council, Chicago, Illinois 60606 ESS kit, "Small Things"	Evaluate students knowledge of cells by having them write "an autobiography of a cell."

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Discuss how the shape of a cell makes it suited for its specific work.
	Identify the structure of cell organization in the body.	Have students list some objects that are composed of cells (flowers) and some that are not composed of cells (iron). Then have students view film What's Alive?, #01066, Instructional Media Center, and discuss their lists with the information contained in the film.
		Examine a beef heart and discuss how the various tissues make up this organ.
		Observe tadpoles to illustrate how cells grow.
		Use plastic models to show different systems.
		Have a group of students construct a chart with major organs listed. Have individual students research and fill in the life system each organ belongs to and the function it performs.
		Have students view film Mitosis, #2678, Instructional Media Center.
	Recognize the interdependency of body systems.	Divide class into groups, one for each body system. Each group has a job card with questions to research. They prepare an oral, group presentation to inform the class on their "system." Class takes notes, asks questions of the group. Each group must devise an audiovisual aid or oral demonstration. After all group reports are made, class takes a "test"

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		on the group reports. They may use notes taken to answer the questions. Each group can make up their "mini-test" to give to the class or the teacher can prepare it. Use opaque projector to show pictures from The Body and Growth, Life Science Library.

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
I. Parts of the Endocrine System A. Pituitary 1. Location 2. Secretion 3. Function B. Parathyroid 1. Location 2. Secretion 3. Function C. Thyroid 1. Location 2. Secretion 3. Function D. Pancreas 1. Location 2. Secretion 3. Function E. Adrenals 1. Location 2. Secretion 3. Function F. Gowad - Testes, Ovaries 1. Location 2. Secretion 3. Function II. Effects on: A. Growth 1. Immediate 2. Long Range	Identify the parts of the endocrine system, their secretions, and their function within the body. Identify the endocrine system as the chemical regulator of the body. Show a knowledge that growth patterns vary among individuals of each sex. Identify some effects on the individual of malfunction of the endorcine glands.	Draw a chart of the body indicating the location of the endocrine glands. Diagram and explain differences between duct and ductless glands. Research each of the glands as to their location, secretion, and function. Discuss how the endocrine glands must produce a balance of hormones for normal body functions. Discuss how body size and abilities may vary due to performance of various endocrine glands. Identify the effect of hormones on emotions and the subsequent effect on behavior. Report on the hyper-hypo activity of the endocrine glands. Research and report on results produced by malfunction of the endocrine glands and possible corrective measures. Use opaque projector to show pictures from Growth, Life Science Library.

REFERENCES	EVALUATION
Books Growth, Life Science Library Guides Health Education Guide, K-7, State Department of Education, Richmond, Virginia Health Education Guide, K-12, Morris Barrett, M. P. H., Health Education Associates, Ltd., P. O. Box 61, Wynnewood, Pennsylvania 19096 Health Education, Elementary Board of Education, Prince George's County, Maryland	Give each student a silhouette of the human body. They are to locate and give the function of each of the endocrine glands. Evaluate on the basis of accuracy.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
B. Attitudes 1. Immediate 2. Long-Range C. Emotions 1. Immediate 2. Long-Range III. Malfunction and Correction		

REFERENCES	EVALUATION

SOCIETY'S FIGHT AGAINST DISEASE
MODEL II
Level 6

Health Education 4-6
Section C
September 3, 1974

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
I. Man's Fight Against Disease A. Beliefs B. Medical Advances II. Infectious Diseases Transmitted by: A. Animals B. Contact C. Body wastes III. Health Agencies A. Federal and local B. Voluntary	List some beliefs of early man regarding the origin of disease. Identify some medical advances made from prehistoric times onward.	Have students research some of the ideas of early man about the causes of disease and how these concepts led to discoveries that have helped conquer some of these diseases. Have each student do a research paper on the history of a specific disease that is of interest to him/her. Make oral report. Have students read Greek and Roman myths and legends that deal with Pandora's box and the importance placed upon the oracles at this time. Discuss how the ancient Jewish and Moslem religions protected their people from disease with strict dietary regulations. Take students on a field trip to see an old apothecary's shop in the Hall of Health, Museum of History and Technology, 12th and Constitution Avenue, N. W., Washington, D. C. Have students research and list one important medical advance made during: prehistoric times, early civilizations, the Hebrew kingdom, Ancient Greece, Greco-Roman period, middle ages, renaissance period, eighteenth century, nineteenth century, and twentieth century. Have students make charts showing illnesses and diseases that are almost extinct as a result of modern medical health research and practice.

REFERENCES	EVALUATION
Books The Body, Life Science Library The Physician, Life Science Library Health and Disease, Life Science Library The World Book, Yearbook, 1963 About All of Us, Scott Foresman Hall of Health, Museum of History and Technology, 12th and Constitution Avenue, N. W., Washington, D. C. Department of Health, Education, and Welfare, 330 Independence Avenue, S. W., Washington, D. C. National Institutes of Health, 5454 Wisconsin Avenue, Chevy Chase, Maryland	Have students make a chart showing how infectious diseases are transmitted. Evaluate on content and accuracy. Separate class into small groups; have each group write a play from their previous research on medical history. Evaluate on the basis of content and participation.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Discuss antibiotics and their importance in fighting disease. Use opaque projector to show pictures from Health and Disease, Life Science Library. Have a group of students research and report to the class how the discoveries of the following men contributed to the conquering of infectious diseases: Anton Van Leeuwenhoek, Abbe Spallanzani, Louis Pasteur, Joseph Lister, Robert Koch, Dr. Walter Reed.
	Identify some infectious diseases transmitted by animals, contact, and body wastes.	Have students research to find some diseases transmitted by animals, contact, and body wastes. List the disease, cause, method of transmission, prevention and treatment. Have students research and report on some of the great plagues of the world and measures to control them.
	Identify some health agencies concerned with disease.	Have a group of students research and report to the class on the following voluntary agencies: American Cancer Society, National Tuberculosis and Respiratory Disease Association, National Foundation of Infantile Paralysis, American Heart Association, Society for the Prevention of Blindness, American Red Cross, Virginia Council on Health and Medical Care. Have a group of students research and report to the class on public agencies concerned with disease (Department of Health, Education, and Welfare, U. S. Public Health Service, National Institutes of Health)

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Have students write a letter to their local health department asking for a speaker to visit and explain medical care services.

REFERENCES	EVALUATION

PERSONAL HYGIENE
MODEL III
Level 6

Health Education 4-6
Section C
September 3, 1974

In accordance with Fairfax County Public Schools Policy 6213 and Regulation 6213 (a) and (b), certain pupils in elementary and intermediate schools shall have some instruction in personal hygiene conducted within guidelines established by the School Board.

Personal hygiene conducted in individual schools shall be carried out within guidelines of the Fairfax County School Board and the Virginia State Board of Education.

A. The principal of each school will mail a letter to the parents of fifth and sixth grade students inviting them to preview materials including films and model units.
B. After previewing the films and model units the parents will be given a statement to sign if they wish their child to participate in this program.
C. Girls and boys will be given separate instruction.
D. Groups for these sessions will be limited to a number that provides for good instructional planning and implementation.
E. Individual optional hygiene activities will be provided by the classroom teacher (e.g., a scrapbook titled "The Perfect Me").

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
Personal Hygiene A. Definition B. Appearance 1. Cleanliness 2. Clothing 3. Importance 4. Posture 5. Nutrition	Recognize the importance of personal hygiene and appropriate appearance in relation to preadolescent growth and development.	Make a chart listing some essential daily habits for good grooming. Make a "Fresh as a Daisy" bulletin board which would include a mirror in the center surrounded by statements for good grooming. Invite a hairstylist in to discuss current hairstyles both for the male and the female. Invite a buyer or designer in from a local department store to discuss current clothing styles. Have physical education instructor or school nurse explain the role played by proper exercise in improving appearance. Have physical education instructor or school nurse demonstrate some exercises to improve and maintain good posture. List factors to be considered in selection of clothing and hold a fashion show to demonstrate proper dress for various occasions. Invite students from "Future Homemakers of America" or "Distributive Education" from a feeder high school to work with your group on this.

REFERENCES	EVALUATION
Films Boy to Man, #02024, Instructional Media Center Girl to Woman, #02825, Instructional Media Center The Story of Menstruation, #00927, Instructional Media Center Your Hair and Scalp, #02242A, Instructional Media Center	Give students a prepared test based upon accepted grooming practices. Observe students for improvements in personal appearance. Have students take turns leading exercises that would aid appearance, in physical education class. Evaluate students on performance and exercise choice.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
Girls A. Feminine Mystique 1. Definition of femininity 2. Importance of role	Introduce the concept of being a woman.	Brainstorm and list all the advantages of being a girl. Discuss: pride of being a woman, career opportunities today-yesterday.
B. Physical characteristics of girls 1. Primary changes 2. Secondary	Identify the biological differences and changes that take place during puberty.	Discuss: - developing breasts, biological purpose of breasts, developmental rates (stress the normality of varying rates of growth) types and styles of under clothing and relate this to body types - hair growth, under-arm hair growth and hygiene (stress use of deodorants and shaving at the appropriate times) pubic hair growth; facial hair (shaving and types of shavers) - menstruation, biological purpose of menstruation, menstruation hygiene, sanitary protection during menstrual period, proper use of public facilities - skin chemistry, biological purposes of perspiration, skin types, acne, skin care - physical changes in boys - emotional changes of self, relationship with others, boy/girl relationships (social) - Effects of hormones on emotions such as love, hate, anger, etc.
C. Physical characteristics of boys		
D. Emotional change 1. Self 2. Others 3. Girl/boy relationship		
E. Appearance 1. Cleanliness (a) Deodorants (b) Hair (c) Habits (d) Menstrual cycle 2. Grooming (a) Skin (b) Hair (c) Styles		Show film Girl to Woman, #02825, Instructional Media Center. Invite a local pediatrician or a public health nurse in to head follow-up discussion.

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Hold follow-up session to include varying rates of growth and change are normal. Make a scrapbook "The Perfect Me" including fashions, hairstyles, etc., using magazines such as Seventeen, etc. Have a fashion show of favorite clothing and accessories.

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
I. Boys A. The male mystique 1. Definition of masculinity 2. Importance of role B. Physical characteristics of boys 1. Primary changes 2. Secondary changes C. Physical characteristics of girls D. Emotional change 1. Self 2. Others 3. Girl/boy relationships E. Appearance 1. Cleanliness (a) Deodorants (b) Hair (c) Habits 2. Grooming (a) Skin (b) Hair (c) Styles	Introduce the concept of being a man.	Brainstorm and list all advantages of being a boy. Discuss: pride of being a male. Discuss: - hair growth, under arm hygiene(stress proper cleansing procedures and use of deodorants),the growth of facial hair and pubic hair - proper clothing, including use of an athletic supporter for sports and swimming - patterns of development, deepening of voice, enlargement of the testicles, sperm cell development, pubic hair, auxiliary hair, increased shoulder breadth, larger chest cavity, changes in metabolism - skin chemistry, changes of the skin during preadolescence, soaps that can be used, acne (causes, prevention, care) - use of public facilities - relationships with members of the opposite sex (an open ended discussion about <u>social</u> boy/girl relationships and some of the problems) - review the effects of hormones on emotions such as love, hate, fear, anger, depression, happiness, etc.
	During puberty there are many important changes in the body.	See the movie <u>Boy to Man</u>. Invite a local pediatrician or school nurse in to lead follow-up discussion.

REFERENCES	EVALUATION

1967

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Hold follow-up session to include varying rates of change and growth are normal. Make a collage of people doing physical exercise and activities which would aid appearance.

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
I. Mental Health A. Definition B. Traits 1. Acquired 2. Inherited C. Factors 1. Physical 2. Emotional 3. Environmental D. Reducing tension and stress 1. Understanding our feelings 2. Liking and accepting ourselves and others 3. Channeling behavior into productive, beneficial activities 4. Satisfying personal needs in socially acceptable ways 5. Considering the physical and emotional needs of others 6. Recognizing our strengths and weaknesses 7. Facing day-to-day problems realistically	Identify the difference between acquired and inherited traits. Explain how the basic physical and emotional needs of an individual affect behavior.	Show film The Red Balloon, #02692, Instructional Media Center. Have students define what mental health means to them and list two factors that will aid in the attainment of good mental health. Discuss differences between acquired and inherited traits and their influence on mental health. Have students role-play situations that cause one person's emotions to affect others around him/her. Show film For the Love of Fred, #03214, Instructional Media Center. Discuss with students the basic emotional needs of an individual--the need to be loved, to be accepted, to achieve, to gain recognition--and how these needs affect behavior. Have students identify two environmental factors which may affect mental health.
II. Rights and Responsibilities	Recognize student's responsibility in decision making.	Discuss how emotions affect our behavior and how others relate to us. Show a picture of the Statue of Liberty and discuss its meaning in terms of individual rights and ask students when they think individual rights should end and group rights begin.
III. Professional Assistance		

200

REFERENCES	EVALUATION
Films For the Love of Fred, #03214, Instructional Media Center The Red Balloon, #02692, Instructional Media Center They Wouldn't Quit, Learner Publishing Company	Have students conduct several panel discussions on rights and responsibilities. Evaluate on the basis of quality of participation. After viewing For the Love of Fred, #02692, Instructional Media Center, have students debate or write on: "Is it worth doing charitable deeds with no obvious rewards?" Evaluate on the basis of thought.

201

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Discuss the need for recognizing a problem, making an appropriate decision and seeing it through. Have a panel discuss why rules are necessary. Discuss the responsibilities of the individual within the family. Follow up with a discussion of what could happen if a family member could not take his/her responsibilities.
	Identify some ways to reduce tension and stress.	Discuss ways in which the mentally and/or physically handicapped can function efficiently in society. Discuss how a feeling of security is enhanced by a good appearance. Have students view and then discuss the filmstrip series,"They Wouldn't Quit," Lerner Publishing Company (recommended for purchase). Have students read and report to class on books they have read that deal with people who overcame a handicap. Investigate the effects of strong and/or persistent emotional states upon the systems such as the endocrine, digestive, or respiratory. Discuss why it is helpful to talk things over when we feel angry, sad, or upset.

REFERENCES	EVALUATION

803

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
	Identify some individual qualities that lead to successful group participation.	Discuss the ways to be a good leader and a good follower. Have students list five qualities you would like to see in a leader. Put on 3" x 5" cards and turn in. Have a few members count the votes and give results. Discuss strong and weak points on list. Discuss with students the effects of friends on their decision making and behavior. Construct a bulletin board showing "pressures from the crowd." Discuss ways in which these pressures can be good or bad and ways in which an individual can handle them.
	Identify two sources of professional mental health assistance.	Have students list persons who are available to help them resolve their emotional conflicts. Form committees and have each select one of the following and report to the class: - friend - parent - teacher - school counselor - clergy - social worker - psychologist - psychiatrist - physician - psychoanalyst Have a speaker from local counseling center (social worker or psychologist) present a program concerning function of center. Have students list and evaluate three present methods of treatment for mental illness.

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
The drug education unit for Level 6, Model III, has been separated into two approaches. One deals with the mental health aspects of drugs and is presented through the center method. The other deals with drugs as they relate to physiology. Either approach may be taught, or they may be presented in combination.		
I. Origin of Personality A. Heredity - chromosomes, genes, environment - family, friends, schools	Explain the effects of heredity on the individual.	Have students write autobiographies. Analyze and list traits which have been acquired.
B. Characteristics 1. Strengths 2. Weaknesses 3. Limitations	Identify some of the effects family, school, and friends may have on an individual personality.	Invite the school psychologist in to discuss personality development. Discuss habits which are good and habits which are crutches or nonproductive. Discuss differences between physical and psychological dependency (habits). Teachers may choose to use the Glasser circle approach.
II. Preadolescent Problems A. Positive response 1. Identifying the problem promptly 2. Assembling facts and analyzing them 3. Using the plan that works best 4. Living with the solution 5. Learning to accept a moderate amount of anxiety	Identify positive and negative responses to problem solving.	Have students submit on 3" x 5" cards hypothetical problems which would be applicable to sixth graders. Divide students into groups. Have each group analyze several problems, drawing up a positive alternative to each program. Research and report on famous people who adjust positively to personal problems.
B. Negative response Avoidance of problems	Foster an understanding of the elements needed for healthful living.	Divide students into small groups. Design an island society. Show how the people in your society achieve Utopia. Go into detail about each aspect of their lives (physical, mental, social) showing how they can achieve this kind of living.
III. Healthful Living A. Physical well-being B. Emotional stability C. Mental growth D. Social development		Have the students research and report on what will happen to the island after the influx of drugs.

REFERENCES

Books

Drugs, Life Science Library
The Mind, Life Science Library
Health and Disease, Life Science Library

Films

The Drug Scene, #03407, Instructional Media Center
Drugs and the Nervous System, #02518, Instructional Media Center

Guides

Drug Education Curriculum Guide, K-12, Fairfax County Public Schools, 1971
Health Education, K-7, State Department of Education

207

EVALUATION

The completed island project can be evaluated on the basis of organization and attention to detail.

Drug centers should be checked and shared with the group. Either the teacher or the students may evaluate each center.

A quiz may be given. Students should be able to define opiates, amphetamines, hallucinogens, and deliriants and give an example of each. They should also know the difference between physical and psychological dependents.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
IV. Drug Control A. Pharmarcist B. Agencies: FDA, BMA C. History of drugs	Recognize the role of the various local and federal agencies in drug control.	Have speaker in from FDA; collect advertisements and evaluate them. Invite a pharmarcist in to speak about filling a prescription. Report on the history of drugs--discovery, early use, modern use.
V. Dangerous Substances A. Hallucinogens B. Opiates C. Barbiturates D. Amphetamines E. Delirants (inhalents, votaile substances) F. Marijuana G. Tranquilizers	Identify the reasons for beginning drug use and drug abuse. Foster an understanding that dangerous substances can damage the individual and interfere with his/her success in life.	Have students investigate and list the reasons individuals take drugs other than those prescribed. Center I - Research Choose one drug and report on the following items in relation to the drug: (a) name of drug (b) action in body systems (nervous, digestive, circulatory) (c) relation of dosage and effects (d) importance, if any, of the individual's mental and physical condition at time of use (e) importance, if any, of the taker's environment (f) addictive characteristics, physical and psychological (g) medical use, if any (h) penalties for possession, if any (i) agencies for help, e.g., Crossroads Center, Fairfax County Police Department (Intelligence) Center II - Art Activities Make a collage of drug advertisements. Make an abstract of how you feel after taking mood-altering drugs.

REFERENCES	EVALUATION

209

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES

Make a primary coloring book similar to "Katy" coloring book.

Make a drug or alcohol dial-a-wheel.

Make a series of drug-abuse posters.

Diagram the bloodstream showing how substances enter the body and are carried throughout.

Center III - Creative Activites

Write a short story or poem dealing with drugs.

Write a primary story book about the proper use of medicine.

Write a medicine commerical emphasizing extravagant claims or dangers of improper use. Discuss the meanings of various terms used.

Role-play a TV interview, getting the opinion of various people on the drug problem, e.g., hard lawyer, doctor, etc.

Speakers

Invite any of the following people to your classroom. Be sure you have a specific date and amount of time, specific area you desire covered, clear understanding of what the speaker will present.

- nurse
- physician
- pharmarcist
- psychologist
- county or rehabilitation personnel
- probation or juvenile court officer
- narcotics officer
- p.e. teacher

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		A call to the curriculum specialist for health and drug education, Fairfax County Public Schools, Division of Curriculum Services, will assure you a qualified, experienced speaker.

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
The drug education unit for Level 6, Model III has been separated into two approaches. One deals with the mental health aspects of drugs and is presented through the center method. The other deals with drugs as they relate to physiology. Either approach may be taught, or they may be presented in combination.		
I. Each person must maintain individuality and independence of thought if one is to become an effective and responsible member of the group and the community A. Achieving our own controls through 1. Self-discipline 2. Sense of responsibility 3. Independent thinking B. Maturing toward a growing sense of 1. Self-regard 2. Self-esteem 3. Self-worth	Identify the factors involved for healthful living.	Have students compile a list of factors they think are responsible for effective group membership and have class analyze them critically, emphasizing self-discipline and independent thinking. Discuss how feelings of self-worth, sense of responsibility, and friendliness are necessary to our social development. Use Glasser Circle for group discussions. List characteristics that make up a desirable personality.
II. As we develop a high regard for our physical, emotional, mental and social functioning and well-being, we are less likely to harm ourselves by experimenting with dangerous chemicals. A. Healthful living involves 1. Physical well-being (a) Good nutrition (b) Sufficient rest and sleep (c) Fresh air and exercise (d) Body care and cleanliness		Discuss the importance of sound health and the responsibility that every person has for maintaining own health. List some standards of conduct which show respect for the ideas of others. Give some constructive ways of dealing with unpleasant moods or negative feelings which can produce stress, anxiety, and physical discomfort. Discuss "I am free to do my own thing" in terms of individual rights, freedoms, and responsibilities in our society.

REFERENCES	EVALUATION
Guides Drug Education Curriculum Guide, K-12, Fairfax County Public Schools, 1974 Health Education, K-7, State Department of Education Books Drugs, Life Science Library The Mind, Life Science Library Health and Disease, Life Science Library Films The Drug Scene, #03407, Instructional Media Center Drugs and The Nervous System, #02518, Instructional Media Center	Have students write an essay on how foreign chemical substances can influence our bodies. Evaluate on the basis of accuracy and thought. Have students conduct several debates on the questions of: Should I smoke? Should I use alcohol? Should I use drugs for nonmedicinal purposes? Evaluate on the basis of debate preparation and participation.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
2. Emotional stability (a) Accepting and expressing feelings honestly and appropriately (b) Facing day-to-day problems realistically 3. Mental growth (a) Making the most of educational opportunities (b) Being eager to learn, to seek out, to inquire (c) Desiring to do our best, to be successful (d) Growing in effectiveness and efficiency 4. Social development (a) Self-acceptance leading to accepting others (b) Respecting self and others (c) Enjoying the sharing of experiences (d) Sense of belonging, of loyalty (e) Attitudes of generosity, kindness, justice and fair play (f) Consideration of and sensitivity towards the needs and opinions of others	Recognize that body systems are interrelated and any substance entering the body affects them.	Use models or diagrams of the body's systems showing how nonfood substances reach organs such as the heart, brain, kidneys, and liver. Have a group of students prepare a diagram of the bloodstream, showing how substances entering the body by any means are carried throughout the body. Groups of students report on how the systems carry out life processes in humans and the effects of drugs on them. Make a chart listing modern medicines and their uses. Encourage students to collect advertisements concerning health cures and treatments and evaluate them, reporting conclusions to the class. Suggest that students make illustrated booklets containing information on medicine research today and in the past; articles, pictures, diagrams, and charts about medicines and their uses. Collect articles from newspapers and magazines telling of people who have misused medicines or drugs, and identify some alternate solutions. Research the effects of chemical substances on the body systems.

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
B. Also assisting us in healthful living are 1. Greater numbers of and more effective medicines 2. Improved foods and dietary habits 3. Increased knowledge about good health available to the public 4. Improved medical care from the prenatal period to old age 5. More effective community health services 6. Clearer understanding of relationship between emotions and well-being	Determine the medical use of drugs as opposed to illegal drug abuse.	Using empty pill containers and liquid medicine containers with labels on them: - Analyze terms, amounts and use - Check for narcotics - Discuss intended use - Note what is required dosage and why - Note precautions given - Discuss dangers of misuse Tape and put in listening center pertinent facts about different drugs. Take any book containing drug articles--turn to article, roll, place a rubber band around it and place in library. Discuss how, when improperly used, medicines can damage the individual and interfere with success in life. Tape and put in listening center panel discussions of students. Tape some drug advertisements on television or radio and discuss their validity. Encourage library use in collecting information on medical research, about kinds of drugs and medicines and their histories, uses, and possible misuse. Collect, discuss, and display newspaper and magazine articles about drugs, medicines and chemicals, such as recent research, FDA evaluations, new treatments, trends, general information, laws and law changes.
III. Cells are the basic unit of life. They carry out life and maintain growth by forming into tissues, organs, and systems. A. The systems carrying out life processes in humans are 1. Respiratory 2. Digestive 3. Circulatory 4. Excretory 5. Muscular-skeletal 6. Endocrine 7. Nervous 8. Reproductive		
B. Our body systems are all interdependent and interrelated. Every substance taken into the body enters into the complex functioning of the body		

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
1. Insulin - treatment of diabetes 2. Antiseptics - prevent infection 3. Analgesics - relief of pain 4. Antihistamines - relief of allergic reactions		

220

REFERENCES	EVALUATION

221

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
1. Included are nonfood household substances such as: (a) Volatile chemicals, e.g., airplane glue, gasoline, cleaning fluids (b) Insect poisons (c) Medicines, and drugs, e.g., diet pills, aspirin, sleeping pills, laxatives. 2. Means of entering the body may be by (a) Swallowing (b) Inhaling fumes (c) Skin absorption 3. Toxins carried to vital organs by the blood produce serious and often permanent damage to many parts of the body, including: brain, heart, liver, kidneys, and bone marrow. C. When properly cared for, the body systems function well, resulting in healthy, sound living. Medicines can help us lead longer and healthier lives when used with care and on a doctor's advice. Examples of medicines contributing to our well-being (a) Antibiotics and sulfas- fight disease and infection		Obtain a speaker by calling the curriculum specialist for health and drug education, Division of Curriculum Services, Fairfax County Public Schools.

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
(b) Insulin - treatment of diabetes (c) Antiseptics - prevent infection (d) Analgesics - relief of pain (e) Antihistamines - relief of allergic reactions		
IV. Many drugs are valuable when used properly. When used improperly, they become subject to abuse. A. Amphetamines B. Barbiturates C. Tranquilizers D. Opiates E. Hallucinogens F. Volatile chemicals G. Marijuana		
V. Alcohol affects the body in many ways.	Describe the effect of alcohol on the body systems.	Discuss the depressant effects of alcohol on muscular control and ability to make decisions. Discuss how body weight and alcohol intake are related. Write the National Safety Council, 1735 DeSales Street, N. W., Washington, D. C., for statistics on alcohol as a causal factor in motor vehicle accidents. Graph results. Make a booklet with pictures and articles concerning the problems created by use of alcohol.

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Have a guest speaker speak on the role of Alcoholics Anonymous in helping alcoholics.
VI. Cigarette smoking is harmful to the body A. Lung cancer B. Heart rate and blood pressure C. Shortness of breath D. Appetite E. Irritation of nose and throat F. Body temperature G. Life span	Recognize health hazards associated with smoking.	Discuss why government legislation requires cigarette manufacturers to warn the public of the risks of cigarette smoking. Show film Smoking and Health - A Report to Youth, #03038, Instructional Media Center. Construct a graph showing rate of lung cancer in relation to nonsmokers and smokers. Write U. S. Public Health Service, 330 Independence Avenue, S. W., Washington, D. C., for the study "Smoking and Health."
VII. Reasons for beginning drug use and abuse A. Feelings of rejection B. Poor self-image C. Inability to handle frustration D. Lack of sense of achievement (mastery) E. Poor parental relationship F. Lack of guidance, warmth, sense of worth G. Inability to express negative feelings constructively H. Lack of knowledge of dangers involved I. Peer pressures--taking a dare; local fad J Need of a crutch to feel good	Identify the reasons for beginning drug use and abuse.	Discuss the differences between the short-range and long-range effects of accepting or refusing drugs in a social situation. Role-play ways of handling a situation in which students are urged to take drugs. Give a 30-second impromptu talk on accepting or refusing drugs in a social situation. Given a situation where one has become minimally involved with drugs, discuss how one might reverse this situation. List some reasons for beginning drug abuse, and alternate solutions.

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
VIII. Social consequences A. Reversal of character B. Surly and belligerent behavior often, compounding original disturbances C. Tendency to withdraw from group participation; underlying social and emotional problems magnified; normal socio-sexual interests sometimes dulled		
IX. Prevention A. Parents and students well-educated and well-informed about dangers of use and misuse B. Satisfying needs directly and positively C. Growing in emotional and social maturity		
X. There are many things we and our community can do to prevent the misuse of medicines, drugs, and volatile chemicals. These include: A. Becoming well-educated in the proper uses of medicines, drugs and volatile chemicals B. Being aware of the dangers C. Learning to critically evaluate drug advertisements and commericals	Identify ways that we and our community can prevent the misuse of medicines, drugs and volatile substances.	List some legal consequences that may have long-term effects on the individual who abuses drugs. Discuss changes you would make in present laws to more effectively control the misuse of drugs, and new laws, if any, that you would recommend. Identify and locate the following services and report to the class on the function of each: 1. Crossroads Center 2. Crossroads Community 3. Store front centers 4. Fairfax County Police (Intelligence Division)

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
D. Increasing our ability for independent thinking and personal decision making E. Developing a sense of personal integrity: intelligent self-regard F. Knowing the laws about drug abuse G. Knowing resources for local assistance		5. Fairfax-Falls Church Mental Health Center Have students do research on material obtained from Bureau of Narcotics and Dangerous Drugs (U.S. Department of Justice, Washington, D. C.) to obtain information regarding laws governing use of drugs.

230

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
Recreation A. Definition B. Types 1. Passive 2. Active C. Facilities D. Clubs E. Hobbies	Define recreation and identify the need for leisure time activities.	Define recreation and discuss the need for both mental and physical relaxation. Have students keep a diary for a period of time in which they keep account of how they spend their leisure time. Then meet with individual students and discuss ways in which their leisure time can be more beneficial to them. Show film The Golden Fish, #00453, Instructional Media Center.
	Identify difference between passive and active recreation.	Have students visit other countries via the "armchair route." Have students practice drawing each day in a ten-minute sketching session. Set up a learning center where children can share knowledge of games such as checkers, parchisi, monopoloy, etc. Have children design and give their own names to one active and one passive game such as a ball game and a board game, and write rules for the game. Have an interested group of students write, design, and perform an original play. Introduce skills necessary for molding clay.
	Name some different types of recreational facilities.	Locate all recreational facilities in the community and nearby areas such as tennis courts, bowling alleys, recreation programs at schools, community centers, etc. Place these all on an aerial map.

REFERENCES	EVALUATION
Films Voyage of the Brigantine Yankee, #03176, Instructional Media Center. The Golden Fish, #00453, Instructional Media Center National Park Service Fairfax County Recreation Department	Evaluate the culminating activity in terms of participation and interest.

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		Write to the National Park Service for information about camping facilities and plan a vicarious trip across the country, camping at national parks for the entire trip. Given a certain amount of money, plan a vacation for a family of four to a place at least 500 miles from home. View the film Voyage of the Brigantine Yankee, #03176, Instructional Media Center.
	Identify some clubs available within the school and some available after school.	Select a delegate to attend one meeting or meet with the director of all clubs that meet within the school such as scouts and campfire girls, and extracurriculur school activities such as a newspaper and crafts club, and report to the class about the organization, meeting dates and times, dues, and membership requirements. Have students list what activities are offered in their community, such as those by recreation department, boys' club, etc.
	Identify three ways to choose a hobby that is right for the individual.	Discuss the value of having a hobby and the factors that one must consider, in addition to interest, in the selection of hobbies such as expense, location of facilities, etc. Instruct students in learning a craft such as knitting, rug hooking, ceramics, gimp (plastic-coated flat string) and carpentry. Have each student select a hobby and make a booklet. Include a table of contents, pictures, history of the hobby, bibliography, etc.

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
		As a culminating activity, have each student bring in and display in a hobby fair, a leisure time activity.

REFERENCES	EVALUATION

CONTENT	OBJECTIVES	SUGGESTED ACTIVITIES
Basic First Aid - Books 1, 2, 3, and 4	To earn an American Red Cross First Aid Card.	The activities which correlate with this section are found in the programed learning series published by the American Red Cross. Invite a speaker from the Fairfax County Chapter of American Red Cross to present students with their first aid cards.

REFERENCES	EVALUATION
Fairfax County Chapter, American Red Cross, phone (703) 273-1820.	Evaluation is based on students' completion of the first aid program.

Item	Unit Cost
Basic First Aid Books, 1, 2, 3, and 4	$2.95 set
Teacher's Manual	Free
First Aid Teaching Charts	$8.50
Illustrated Worksheets for Broken Bones (1 per student)	.10
	$11.55